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ABSTRACT

This document presents findings of a study that investigated the roles and functions of school-personnel administrators in the United States and Canada. Surveys were mailed to four groups--Canadian school district superintendents, county office of education superintendents, superintendents of educational service agencies, and American school district superintendents. A total of 1,028 usable responses was received. Data are presented on the following areas: (1) the relationship between school district size and the presence of a personnel officer; (2) the degree of superintendents' responsibility for school district functions; (3) newly assigned functions; (4) factors affecting operation of the personnel function; (5) profiles of school districts and personnel-related operations; and (6) personnel officer characteristics. Twenty-five sample organizational charts, 10 figures, and 24 tables are included. (LMI)

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Public School Personnel Administration

in the United States and Canada

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Public School Personnel Administration

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Foreword

Staff personnel and human resources are important and basic to the efficient operation of schools and school districts. Yet, to date there has been surprisingly little information available about the roles and functions of those persons whose primary duty is to carry out and coordinate the many aspects of this important and fundamental functon in U.S. and Canadian public school systems.

To fill the need for reliable and objective data about the role and function of school personnel administration, the Executive Board of the American Association of School Personnel Administrators (AASPA) proposed that the Educational Research Service (ERS) conduct, in cooperation with AASPA, a comprehensive study of public school administration in the United States and Canada. The AASPA Executive Board expresses appreciation to ERS for responding to this request with this study, *Public School Personnel Administration in the United States and Canada.*

Special thanks are given to the researcher and author, Nancy Protheroe, who is Coordinator of Research for ERS. Thanks are also extended to Glen Robinson, President of ERS, for his support and assistance.

AASPA is indebted to J. Lee Alarid, Administrator of Personnel Services, Los Angeles County Office of Education, California, who during his time on AASPA's Executive Board was the driving force in initiating this survey. Other AASPA members who assisted with this project were Ralph Burke, Jr., Assistant Superintendent, Fairfield Public Schools, Connecticut, and Elizabeth Arons, Personnel Coordinator, Fairfax County Public Schools, Virginia.

The American Association of School Personnel Administrators represents personnel/human resources staff throughout the United States and Canada. Information regarding AASPA, its publications, and its membership services can be obtained from AASPA Headquarters, 2330 Alhambra Boulevard #15, Sacramento, California 95817-1123. Phone: (916) 736-2000.

Herbert E. Salinger
Executive Director
American Association of
School Personnel Administrators

Introduction

For school year 1991-92 the National Center for Education Statistics reported that almost 4.6 million people were employed in public school districts in the United States.[1] These people served the 42 million students attending the public schools in these districts in a variety of ways – as teachers, as principals, as maintenance workers, as bus drivers, to name just a few of the occupations represented. In Canada for the same year, 4.9 million students were enrolled in the public schools,[2] with almost 300 thousand full-time teachers and principals working with these students.[3]

Hiring these people and developing and administering the many staff-related programs required are responsibilities assigned to the staff personnel/human resources function. (NOTE: In many districts, the terms personnel and human resources are used interchangeably.) In very small school districts, this function may be a direct responsibility of the superintendent, but as the organization grows larger and more complex, a separate staff is needed to ensure that the myriad of tasks required can be accomplished.

Education is similar to business in its need for an efficient personnel operation, but much less is known about the personnel function in schools or about the jobs of school personnel officials. This study, *Public School Personnel Administration in the United States and Canada*, was conducted to provide a base of information about this important aspect of educational administration.

Questions Addressed in the Study

Two broad topic areas are the focus of this study: the personnel function in public schools and the person responsible for this function. Some of the questions about the personnel/human resource function that are addressed include:

- What responsibilities are assigned to the personnel office? Are any of these shared with other school district offices?
- Have any of these responsibilities been newly assigned in the past two years?
- What factors act as barriers to efficient operation of the personnel function?
- At approximately what district enrollment size does the function become the responsibility of someone other than the superintendent? Is there a district size at which personnel is assigned to someone as a *primary* function?
- What is the relationship between size of school district and size of the personnel staff?
- How does the personnel operation fit within the administrative structure of the school district?
- What is the ratio of total people on the school district staff to personnel office staff?
- What portion of the district operating budget is allocated to the personnel function? How much per district employee does the personnel budget represent?

- What are comparative figures in private industry for some of these items?

Questions about the personnel official and his or her position include:

- What is the level of satisfaction with the job? Are particular components of it either more or less satisfying?
- What is the feeling about the adequacy of the salary level as compared to salaries paid to other administrators in the district or to professionals in the private sector?
- Does he or she intend to remain in the field of school personnel administration?
- What are some professional and personal characteristics of the people currently serving as personnel officials?

Together, the answers to these questions provide a previously unavailable resource to assist with understanding and explanation of the school district personnel function. The result is a comprehensive picture of the scope of the personnel function in public school districts as well as of the persons performing this function.

Description of the Study

The basis for this report was a survey of school districts and educational agencies in the United States and Canada. Districts of all sizes and from all states and provinces were included in the sample.

Nature of the Poll and Sampling Procedures

Four groups of school districts or educational agencies were surveyed. Superintendents in Canadian school districts (group #1) were mailed survey instruments and cover letters asking them to either complete the form (if personally responsible for the personnel function) or to forward it to the person responsible.

A similar mailing was sent to every county office of education (group #2) and to every educational service agency (group #3). Three follow-up mailings were sent to each of these superintendents.

For regular school districts in the United States (group #4), survey instruments were mailed to: all districts enrolling 10,000 or more students, one in five of the districts enrolling either less than 300 students or from 2,500 to 9,999 students, and one in 10 districts enrolling 300 to 2,499 students. As in the Canadian districts, the superintendent was asked to either complete the form or give it to the appropriate person.

For the districts in the two smaller groups – those less likely to have someone other than the superintendent responsible for personnel – four mailings were sent directly to the superintendent. For districts in the two larger enrollment groups, two mailings were sent addressed to the Chief School Personnel Official and another two to the superintendent with a request that these be forwarded to the appropriate person.

A total of 1,028 survey instruments were completed and returned to ERS for processing. The data from these surveys were analyzed and summary data tables generated. Since the instruments were designed to collect information about personnel officials as well as the personnel function, the approach used for the analysis needed to differentiate among responses from several groups of people. In particular, the responses of administrators responsible for the personnel function and of those who work with it for more than half of each day were analyzed separately so that a portrait of the position of personnel administrator and of the people who occupy the position could be developed.

After extensive preliminary review of the data, the following subgroups of respondents were developed and used for the final analysis:

- Persons other than superintendents who reported spending more than half of each work day on personnel functions. Much of the data analysis included in this report focuses on the responses of these people, who are most

appropriately, of all the respondents, called personnel officials.

- Nonsuperintendents with responsibilities for personnel. This group includes respondents from the preceding group, plus others who reported spending less than 50 percent of each day on personnel functions.
- Superintendents. This group includes primarily people from smaller districts in which the superintendent is still directly responsible for the personnel function.
- District Size: All five enrollment groups include respondents from U.S. and Canadian school districts but not from county offices of education or regional service agencies, many of which do not enroll students. Since the tendency for a district to have a person other than the superintendent responsible for personnel increases with an increase in enrollment, the data included in the smaller district columns are more likely to reflect responses from superintendents and those in the larger district columns are more likely to reflect data from nonsuperintendents.
- Sex of Respondent: Only those respondents who reported spending more than 50 percent of their work days on personnel functions were included.
- Years in Personnel: Data were analyzed for respondents reporting fewer than five years in the field of personnel, from five to nine years, and 10 years or more. Again, only those respondents who reported spending more than 50 percent of their time on personnel functions were included.

In addition to the survey instruments, many of the respondents provided organization charts for their districts. These had been requested as a means of gathering information about the placement of the personnel function within the district administrative structure. Several of these are included in this report, with one criterion for selection being the inclusion in the chart of an office or person specifically designated as having responsibility for the personnel function.

Proper Use of the Data

Since a sampling procedure was used to collect data for the largest group in the study – school districts in the United States – the data are subject to both sampling variation and nonresponse error or bias. The reader should take care when using responses of various subgroups, particularly those that have few respondents. Data for small subgroups are presented to allow general comparisons only, since the potential for sampling variation among particular subgroups increases as the subgroup size decreases.

Also, while most of the data in the report are presented in terms of percentage responses, some questions have been analyzed using the median value, for example, the median dollars spent per school district employee on the school personnel function. The median rather than mean value was used since extreme highs or lows drastically affect the means of smaller subgroups, and, in such cases, provide less useful data for comparative purposes.

An extensive explanation of the procedure to use in determining the statistical accuracy of responses is provided in the Technical Note, which begins on page 79. For the reader's convenience, the Technical Note contains two tables. Table A allows the reader to determine with 90 percent confidence, using the sample percentage figure, the range within which the corresponding *population* percentage could be expected to fall. Table B allows the reader to determine at the 90 percent confidence level the approximate difference required between the responses of two sub-

groups before it can be concluded that the two *population* groups are actually different.

The reader is urged to refer to the Technical Note section to avoid errors in interpreting and using the data from this report. A brief example describing the use of this section follows:

> The 70.3 percent of nonsuperintendent, "more than half of each day on personnel functions" respondents (N=562) who classify "too little time for planning and developing new programs" as a major problem actually represents a range from 66.9 to 73.7 percent of all such people, because, in this particular example, 3.4 percentage points must be subtracted from and added to the reported sample percentage of 70.3 to obtain the 90 percent confidence interval usually applied in sample survey statistics of this type. For a smaller subgroup, the range would be broader.

Confidence intervals generated using the Technical Note section to interpret sample data for U. S. school district respondents are based on the assumption that nonresponse error or bias was negligible. However, the possibility of nonresponse bias should be taken into account when using any survey data, even that collected from a universe rather than a sample, to make inferences about an entire population.

Relationship of School District Size to the Presence of a Personnel Officer

A brief review of the way that school district enrollment size relates to the presence of a personnel officer provides information significant to understanding the tables that follow. The data are important for another reason. They represent the first time that information has been collected on the enrollment size at which school districts tend to hire someone specifically responsible for the personnel function, rather than incorporating it into the superintendent's job. An analysis of the enrollment data found that:

- 90 percent of the nonsuperintendent respondents in the group that spends "more than half of each day on personnel functions" (column 1) work in districts enrolling more than 3,900 students; their responses represent districts large enough to require the hiring of a person who is likely to have personnel as a *primary* function.
- 90 percent of the respondents in the nonsuperintendent column (column 2) work in districts that enroll more than 2,800 students; this column includes – in addition to the people included in column 1 – nonsuperintendents who work in slightly smaller districts and who are more likely to supervise multiple areas such as instruction, operations and maintenance, or transportation in addition to personnel.
- 90 percent of superintendents (column 3) work in districts with enrollments of less than 2,500; therefore, their responses to this and all following questions represent primarily the situation in a small school district in which the superintendent has direct authority for personnel.

It seems, therefore, that it is in the enrollment range of just under 2,500 to about 3,000 that decisions concerning whether to assign the personnel function to someone other than the superintendent are primarily made.

A second range – up to about 3,900 – covers the district sizes in which decisions must be made as to whether to assign someone personnel as a *primary* function, with more than 50 percent of each day needed to fulfill personnel-related responsibilities.

Decisions about assignment of the personnel function – to superintendent, to person with personnel as one of several jobs, or to person with personnel as *primary* function are made within the enrollment range of 2,500 to 3,900.

The environments of these people – the size and the complexity of the districts – affect both their professional responsibilities and their perceptions of their jobs. However, it is interesting to find that there are as many similarities among the responses from different groups as there are differences. For example, both superintendents and nonsuperintendents rank "too little time for planning and developing new programs" as first among the factors detracting from efficient operation of the personnel function.

Degree of Responsibility for Specific School District Functions

Included on the survey instrument was an item listing 65 functions and asking respondents to answer the following question: *What degree of responsibility – total, shared with another office, or none – does the office in which you work have for the following functions?* The list of the functions is provided in Figure 1 on page 8.

Table 1 (pages 14-20) summarizes data for each function for all subgroupings of respondents previously described. The functions have been ranked in descending order based on the percentage of respondents in the *more than 50 percent of each day spent on personnel* category who indicated that the office in which they worked had *total* responsibility for the function. Figures 2 and 3 (pages 11 and 12) list functions that were top ranked based on *total* and *shared* responsibility responses, respectively.

Total Responsibility

Administrators spending more than 50 percent of their work days on personnel-related functions reported having *total* responsibility for "posting vacancies and placing advertisements regarding openings" (94.7 percent), "maintaining personnel records" (90.7 percent), "developing and maintaining a list of substitute teachers" (83.3 percent), and "providing notification about contracts and/or salaries to employees" (82.2 percent).

For these four and the other responsibilities listed, the percents of respondents in column 2 (all nonsuperintendents) indicating *total* responsibility were slightly lower and more likely to be reported as *shared.* If the "more than half of each day" respondents were removed from the subgroup, percentages would have declined further, indicating that the tendency to share responsibilities for personnel-related functions was more likely in these slightly smaller districts.

Superintendents responding to the items were, in general, much less likely to classify a function as one for which they had *total* responsibility. Therefore, even though the superintendent was directly responsible for personnel, some of the functions were done in another office such as business or directly by supervisors. This was particularly true for functions such as "act as liaison between prospective employees and supervisors." In the smaller districts, the pattern might be to have supervisors communicate directly with prospective employees with less need for an intermediary.

However, there are some variations from the pattern of lower *total* responsibility responses from superintendents. For example, superintendents are more likely (50.3 percent) to indicate they have *total* responsibility for "establishing school/office staff hiring guidelines" than the "more than half the day" people (27.0 percent) or nonsuperintendents in general (26.8 percent).

Figure 1. — School District Functions That May be Assigned to the Personnel Office

- Develop job descriptions
- Maintain personnel records
- Establish guidelines outlining the number and types of staff that a school or office may hire
- Develop specific guidelines for supervisors related to district's affirmative action plan
- Provide notification about contracts and salaries to employees
- Market the school district as a prospective employer
- Post vacancies/place advertisements regarding openings
- Conduct recruitment activities for all positions
- Conduct pre-employment testing
- Review applications for *instructional or administrative* positions
- Review applications for *support staff* positions
- Conduct reference/background checks for professional staff
- Conduct reference/background checks for nonprofessional staff
- Act as the liaison between prospective employees and supervisors within the district who have positions to fill
- Interview candidates for *instructional or administrative* positions
- Interview candidates for *support staff* positions
- Offer position and process paperwork to hire *instructional or administrative* staff
- Offer position and process paperwork to hire *support staff*
- Develop/implement career ladder programs
- Develop/implement procedures for internal promotions/transfers
- Screen applicants for the position of substitute teacher
- Develop/maintain the list of substitute teachers
- Contact substitute teachers as needed by schools on daily basis
- Act as the supervising office for substitute teachers in regard to accounting for hours and payment
- Coordinate staffing for *adult education* program
- Conduct job analysis/salary studies
- Develop salary schedules
- Administer the staff payroll operations
- Administer the employee health insurance program
- Administer the employee retirement program
- Coordinate employee assistance programs (EAP's)

Figure 1. (continued) — School District Functions That May be Assigned to the Personnel Office

- Administer unemployment compensation claims
- Administer workman's compensation claims
- Provide personal counseling for employees
- Conduct interviews/process paperwork for *exiting* staff
- Process paperwork for sick leave, annual leave, etc.
- Contract with individuals outside the district for services
- Conduct new employee orientation and induction programs
- Inform new employees about employee benefits
- Monitor human relations and EEOC complaints for the district
- Plan/conduct staff development for instructional staff
- Plan/conduct staff development for noninstructional staff
- Review and mediate employee grievances
- Complete federal/state/local reports pertaining to personnel
- Provide data as requested by superintendent and school board
- Develop/implement an employee recognition/awards program
- Participate in employee councils or advisory groups
- Administer tuition assistance programs
- Administer an employee social/recreational program
- Develop/implement disciplinary procedures
- Develop/administer guidelines for a reduction-in-force
- Develop/administer programs to decrease staff absenteeism
- Negotiate with employee groups
- Interpret contract management and application of contract terms
- Negotiate with providers of employee health insurance, etc.
- Develop/monitor student enrollment projections
- Develop forecasts of staffing needs
- Develop guidelines and procedures for staff evaluation
- Develop the personnel-related components of the budget
- Present personnel-related information to the school board
- Develop/distribute an employee handbook outlining policies, procedures, and benefits
- Develop/distribute an employee newsletter
- Develop/conduct employee attitude and opinion surveys
- Develop/implement employee wellness programs
- Develop/implement employee day care programs

From the perspective of district size, a pattern was evident in that a more specifically personnel function such as "recruit for positions" was more likely to be reported as a *total* responsibility as the district enrollment increased. Exceptions to this would occasionally be found in the "under 300 students" enrollment subgroup (in which almost all the respondents were superintendents) for an item such as "recruit for all positions." This made sense in that the staff would be so small that the superintendent would be primarily responsible for this function.

Responsibilities that were less directly a personnel function, on the other hand, were *less* likely to be reported as a responsibility of the personnel office as district size increased. An example of this would be "contracting for outside district services," which was designated a *total* responsibility by only 7.2 percent of respondents from districts enrolling 25,000 or more students and by 59.7 percent of those from districts enrolling fewer than 300 students. Responses of this type reflected the increasing administrative specialization needed as districts increase in size.

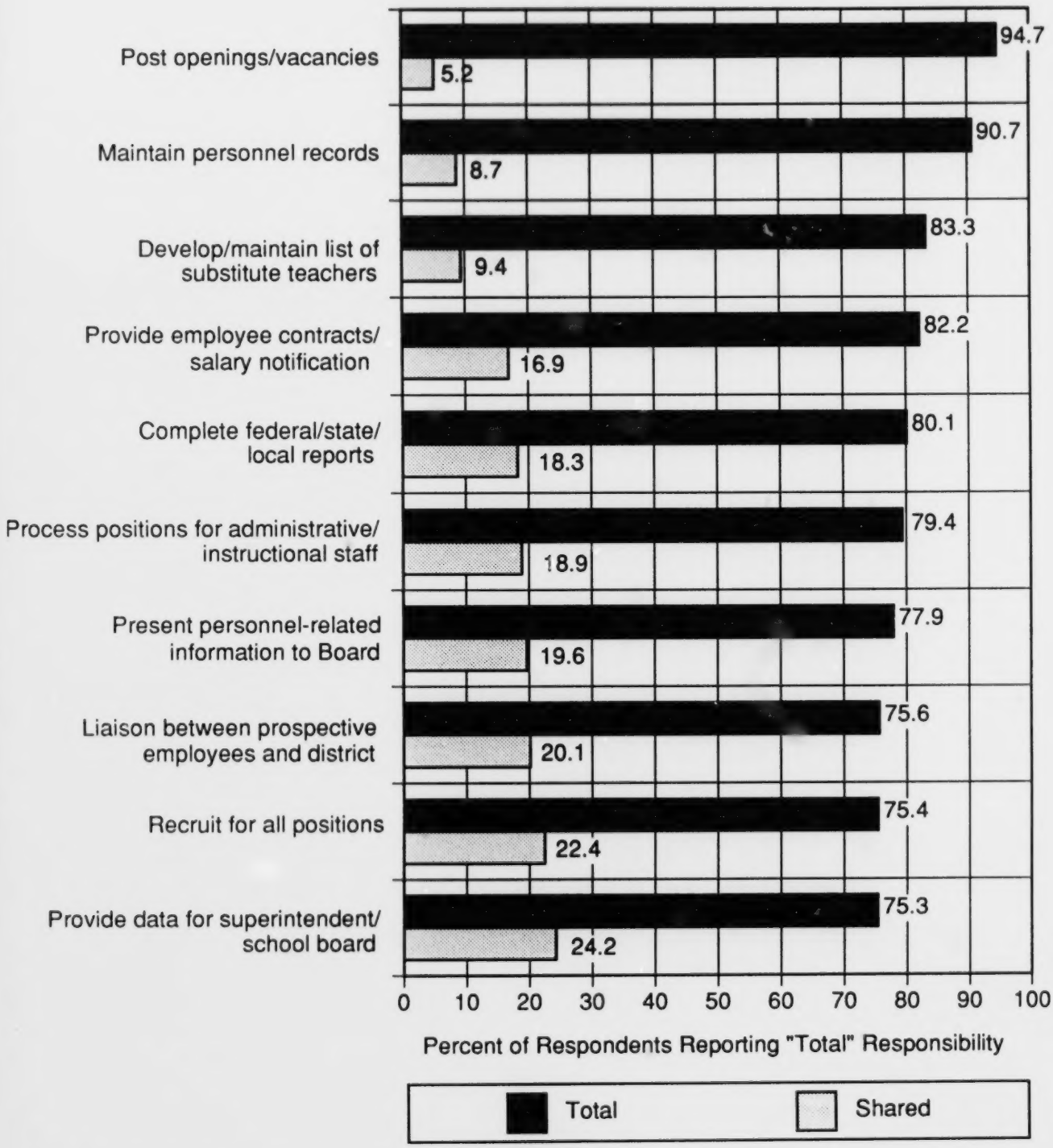
Shared Responsibility

Responsibilities most likely to be reported by the "more than half of each day" respondents as *shared* included "participate in employee councils or advisory groups" (69.8 percent), "interview support staff candidates" (68.7 percent), "contract for outside district services" (64.9 percent), "interview instructional and administrative staff candidates" (64.6 percent), and "establish school/office staff hiring guidelines" (60.9 percent).

No Responsibility

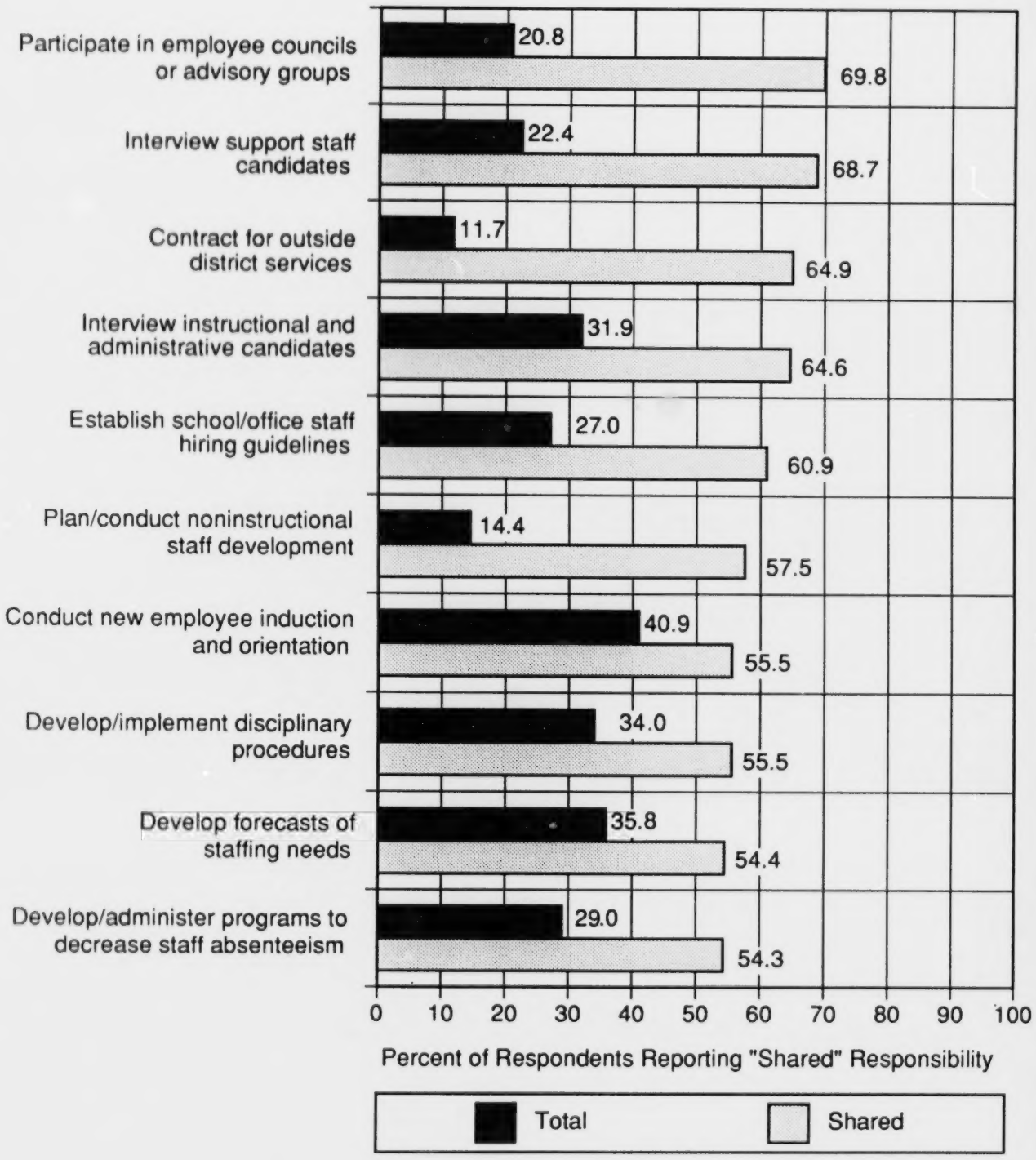
In a large proportion of school districts, *none* of the responsibility for "developing/implementing employee day-care programs" (87.9 percent), "administering an employee social/recreational program" (73.7 percent), and "developing/distributing an employee newsletter" (63.7 percent) was assigned to the responding personnel administrator. In large part, however, these high *no responsibility* responses reflect the low percentage of school districts that offer such programs.

Figure 2. – Functions for Which Respondents* Were Most Likely to Report "Total" Responsibility



*Respondents spending 50% or more of each day on personnel functions

Figure 3. – Functions for Which Respondents* Were Most Likely to Report "Shared" Responsibility



*Respondents spending 50% or more of each day on personnel functions

COLUMN HEADINGS ON THE TABLES INCLUDED IN THIS REPORT

Column headings and descriptions are provided below on the categories of respondents who were included in each subgroup of the data summary tables included in this report.

Pers. More Than 50%: Column summarizes responses from respondents other than superintendents who reported spending 50 percent or more of each work day on personnel functions.

Not Supt.: Nonsuperintendent with responsibilities for personnel; includes respondents from the preceding column plus others who reported spending less than 50 percent of each day on personnel functions.

Supt: Superintendents with direct responsibility for personnel.

District Size: All five columns include respondents from U.S. and Canadian school districts but not from county offices of education or regional service agencies, many of which do not enroll students. Also, since the tendency for a district to have a person other than the superintendent responsible for personnel increased with an increase in enrollment, the data included in the smaller district columns are more likely to reflect responses from superintendents and those in the larger district columns from nonsuperintendents.

Personnel More Than 50% of Time: "Sex" and "Years in Personnel" columns all reflect responses only from people who reported spending more than 50 percent of their work days on personnel functions.

Also, the "Total in Column" figures for a particular column may vary from table to table since some of them do not include nonrespondents to particular items.

Table 1. – Percentage of Respondents Reporting *Total*, *Shared*, or *No Responsibility* for Specific School District Functions

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	DISTRICT SIZE 10,000 TO 24,999	DISTRICT SIZE 2,500 TO 9,999	DISTRICT SIZE 300 TO 2,499	DISTRICT SIZE LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL: LESS THAN FIVE YEARS	FIVE TO NINE YEARS	TEN OR MORE YEARS
POST OPENINGS/VACANCIES:													
TOTAL	94.7	89.4	69.5	96.8	95.9	92.1	73.8	72.7	93.8	96.5	96.2	95.0	93.8
SHARED	5.2	9.7	24.0	3.2	4.1	7.3	23.8	26.0	6.3	2.9	3.8	5.0	5.7
NONE	0.2	0.7	6.2	. . .	. . .	0.5	1.7	. . .	. . .	0.6	. . .	. . .	0.4
NO RESPONSE	. . .	0.1	0.3	. . .	. . .	. . .	0.6	1.3	. . .	. . .	. . .	. . .	. . .
MAINTAIN PERSONNEL RECORDS:													
TOTAL	90.7	85.8	67.5	93.6	93.5	78.5	70.9	63.6	89.9	91.8	92.5	89.4	90.7
SHARED	8.7	13.1	29.8	6.4	6.5	20.4	26.2	33.8	9.2	8.2	6.3	10.6	8.8
NONE	0.5	1.1	2.7	. . .	. . .	1.0	2.9	1.3	0.8	. . .	1.3	. . .	0.4
NO RESPONSE	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1.3	. . .	. . .	. . .	. . .	. . .
DEVELOP/MAINTAIN LIST OF SUBSTITUTE TEACHERS:													
TOTAL	83.3	76.1	43.8	91.2	90.2	76.4	33.7	58.4	83.4	82.5	84.3	85.6	83.7
SHARED	9.4	12.2	38.0	4.8	6.5	15.7	42.4	35.1	9.8	9.4	9.4	8.8	8.8
NONE	6.4	10.6	17.5	2.4	2.9	7.3	22.7	5.2	6.0	7.0	5.7	4.4	7.0
NO RESPONSE	0.9	1.1	0.7	1.6	0.4	0.5	1.2	1.3	0.8	1.2	0.6	1.3	0.4
PROVIDE EMPLOYEE CONTRACTS/ SALARY NOTIFICATION:													
TOTAL	82.2	77.3	67.1	84.0	85.7	71.2	73.3	67.5	80.7	86.5	81.1	83.1	82.8
SHARED	16.9	20.6	26.0	15.2	14.3	27.2	25.0	29.9	18.5	12.3	18.2	16.3	15.9
NONE	0.5	1.7	6.5	. . .	. . .	1.0	1.2	1.3	0.8	. . .	0.6	. . .	0.9
NO RESPONSE	0.4	0.4	0.3	0.8	. . .	0.5	0.6	1.3	. . .	1.2	. . .	0.6	0.4
COMPLETE FEDERAL/STATE/LOCAL PERSONNEL REPORTS:													
TOTAL	80.1	75.5	55.8	73.6	84.5	74.9	58.1	63.6	79.6	83.0	78.0	79.4	82.8
SHARED	18.3	22.3	37.7	25.6	15.5	22.0	38.4	29.9	19.0	15.2	18.9	20.0	16.3
NONE	1.1	1.7	5.1	0.8	. . .	2.1	2.9	1.3	1.1	0.6	2.5	. . .	0.9
NO RESPONSE	0.5	0.6	1.4	. . .	. . .	1.0	0.6	5.2	0.3	1.2	0.6	0.6	. . .
OFFER AND PROCESS POSITIONS FOR ADMINISTRATIVE/ INSTRUCTIONAL STAFF:													
TOTAL	79.4	74.5	58.9	80.0	80.0	78.0	62.8	64.9	79.6	77.2	78.6	80.0	80.6
SHARED	18.9	22.9	34.6	17.6	18.0	20.9	33.1	32.5	19.0	19.9	20.8	16.9	18.1
NONE	0.5	1.4	5.5	. . .	1.2	0.5	2.3	1.3	0.5	0.6	. . .	1.3	0.4
NO RESPONSE	1.2	1.1	1.0	2.4	0.8	0.5	1.7	1.3	0.8	2.3	0.6	1.9	0.9
PRESENT PERSONNEL-RELATED INFORMATION TO SCHOOL BOARD:													
TOTAL	77.9	73.2	65.4	78.4	82.4	72.3	60.5	70.1	76.6	81.9	78.0	80.6	76.7
SHARED	19.6	23.2	29.8	19.2	16.3	24.1	36.6	27.3	20.7	16.4	19.5	17.5	21.1
NONE	1.2	2.2	2.7	. . .	0.4	2.6	1.2	. . .	1.4	0.6	2.5	0.6	0.4
NO RESPONSE	1.2	1.4	2.1	2.4	0.8	1.0	1.7	2.6	1.4	1.2	. . .	1.3	1.8
BE LIAISON BETWEEN PROSPECTIVE EMPLOYEES AND SUPERVISORS WITH POSITIONS TO FILL:													
TOTAL	75.6	69.4	45.2	83.2	77.6	69.6	45.9	45.5	72.0	83.0	79.9	79.4	69.6
SHARED	20.1	24.1	36.0	16.0	18.4	26.7	39.5	23.4	23.1	14.0	17.0	17.5	24.7
NONE	3.2	5.3	17.5	0.8	2.4	2.6	12.8	28.6	3.5	2.3	2.5	2.5	4.0
NO RESPONSE	1.1	1.3	1.4	. . .	1.6	1.0	1.7	2.6	1.4	0.6	0.6	0.6	1.8
RECRUIT FOR ALL POSITIONS:													
TOTAL	75.4	71.1	53.4	84.0	73.5	70.2	48.8	76.6	75.0	77.2	77.4	78.8	74.4
SHARED	22.4	25.9	38.4	15.2	25.3	26.7	46.5	22.1	23.4	19.3	22.0	19.4	22.9
NONE	1.6	2.4	7.5	. . .	1.2	2.1	3.5	. . .	1.4	2.3	0.6	0.6	2.2
NO RESPONSE	0.5	0.7	0.7	0.8	. . .	1.0	1.2	1.3	0.3	1.2	. . .	1.3	0.4
PROVIDE DATA AS REQUESTED BY SUPERINTENDENT/SCHOOL BOARD:													
TOTAL	75.3	72.3	64.7	71.2	73.9	71.2	71.5	67.5	74.7	77.8	73.0	71.9	79.3
SHARED	24.2	26.4	31.2	28.0	26.1	28.3	26.7	24.7	25.0	21.1	27.0	26.9	20.7
NONE	. . .	0.3	3.1	. . .	. . .	. . .	. . .	2.6	. . .	. . .	. . .	. . .	. . .
NO RESPONSE	0.5	1.0	1.0	0.8	. . .	0.5	1.7	5.2	0.3	1.2	. . .	1.3	. . .
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 1. – Continued

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
SCREEN SUBSTITUTE TEACHER APPLICANTS:													
TOTAL	74.9	66.8	34.9	89.6	78.0	63.4	23.3	67.5	74.5	76.0	78.6	74.4	74.9
SHARED	15.5	18.2	42.8	8.0	15.9	25.1	51.2	24.7	17.4	11.7	12.6	17.5	15.4
NONE	8.7	14.2	21.9	1.6	5.3	11.0	25.0	6.5	7.1	11.7	8.8	6.9	8.8
NO RESPONSE	0.9	0.8	0.3	0.8	0.8	0.5	0.6	1.3	1.1	0.6	. . .	1.3	0.9
OFFER AND PROCESS POSITIONS FOR SUPPORT STAFF:													
TOTAL	70.1	65.6	52.7	73.6	68.6	65.4	54.1	62.3	69.0	73.7	68.6	71.3	72.2
SHARED	26.2	29.3	38.7	25.6	26.9	28.3	40.1	33.8	28.0	21.1	28.9	24.4	24.2
NONE	2.8	4.2	8.2	. . .	3.7	5.8	5.2	2.6	2.4	3.5	1.9	3.1	3.1
NO RESPONSE	0.9	0.8	0.3	0.8	0.8	0.5	0.6	1.3	0.5	1.8	0.6	1.3	0.4
INFORM NEW EMPLOYEES ABOUT EMPLOYEE BENEFITS:													
TOTAL	63.7	60.1	52.7	68.8	60.4	52.4	57.6	59.7	62.0	66.1	61.0	60.6	67.4
SHARED	32.4	35.3	39.0	24.8	36.7	42.4	39.5	32.5	34.2	29.8	36.5	34.4	28.6
NONE	3.2	3.9	6.8	4.8	2.9	4.2	2.3	3.9	3.3	2.9	2.5	3.8	3.5
NO RESPONSE	0.7	0.7	1.4	1.6	. . .	1.0	0.6	3.9	0.5	1.2	. . .	1.3	0.4
REVIEW APPLICATIONS FOR INSTRUCTIONAL AND ADMINISTRATIVE POSITIONS:													
TOTAL	63.0	59.0	50.3	68.0	64.9	62.3	44.8	64.9	63.9	61.4	64.8	66.3	61.2
SHARED	35.4	38.7	42.1	32.0	34.3	36.1	53.5	28.6	35.1	36.3	34.6	32.5	37.0
NONE	1.4	1.8	6.8	. . .	0.8	0.5	1.2	3.9	1.1	1.8	0.6	0.6	1.8
NO RESPONSE	0.2	0.6	0.7	. . .	. . .	1.0	0.6	2.6	. . .	0.6	. . .	0.6	. . .
MONITOR HUMAN RELATIONS AND EEOC COMPLAINTS FOR DISTRICT:													
TOTAL	61.9	59.5	55.5	52.8	69.4	55.5	57.6	49.4	60.3	66.1	58.5	62.5	63.0
SHARED	33.1	33.9	31.8	38.4	27.8	37.7	35.5	35.1	35.3	27.5	36.5	31.3	33.0
NONE	3.6	5.0	10.6	8.8	1.2	4.7	5.2	9.1	2.7	5.3	2.5	5.6	3.1
NO RESPONSE	1.4	1.5	2.1	. . .	1.6	2.1	1.7	6.5	1.6	1.2	2.5	0.6	0.9
CONDUCT JOB ANALYSIS/SALARY STUDIES:													
TOTAL	61.7	58.3	59.6	68.0	62.4	52.4	59.3	74.0	60.9	66.7	53.5	60.6	68.3
SHARED	31.0	31.2	27.7	29.6	29.4	36.1	30.8	13.0	31.3	27.5	39.6	33.8	23.8
NONE	6.8	10.0	11.6	2.4	8.2	11.0	8.7	10.4	7.3	5.3	6.9	5.0	7.5
NO RESPONSE	0.5	0.6	1.0	. . .	. . .	0.5	1.2	2.6	0.5	0.6	. . .	0.6	0.4
CONDUCT REFERENCE/BACKGROUND CHECK--PROFESSIONAL STAFF:													
TOTAL	60.1	55.9	46.2	77.6	58.0	51.8	43.0	64.9	62.0	55.6	69.8	53.8	59.0
SHARED	37.2	40.1	47.3	22.4	39.2	45.5	54.1	33.8	36.7	39.2	28.3	44.4	37.4
NONE	2.3	3.6	5.8	. . .	2.4	2.6	2.3	. . .	1.4	4.1	1.3	1.3	3.5
NO RESPONSE	0.4	0.4	0.7	. . .	0.4	. . .	0.6	1.3	. . .	1.2	0.6	0.6	. . .
CONDUCT PRE-EMPLOYMENT TESTS:													
TOTAL	58.0	51.6	29.1	68.0	59.6	42.4	26.2	36.4	57.3	61.4	59.7	55.0	60.4
SHARED	19.8	22.4	25.0	17.6	21.2	24.6	29.7	20.8	19.3	18.1	19.5	17.5	19.4
NONE	20.6	24.1	43.2	13.6	17.1	31.4	40.7	41.6	22.6	18.1	20.1	25.0	18.5
NO RESPONSE	1.6	1.9	2.7	0.8	2.0	1.6	3.5	1.3	0.8	2.3	0.6	2.5	1.8
MARKET SCHOOL DISTRICT AS PROSPECTIVE EMPLOYER:													
TOTAL	57.8	53.8	57.2	58.4	58.4	56.0	59.9	74.0	55.4	64.3	62.9	58.1	55.1
SHARED	37.5	40.1	30.5	39.2	38.0	36.1	34.9	18.2	40.5	30.4	32.7	38.8	39.6
NONE	3.9	5.3	11.6	. . .	3.3	7.3	4.7	6.5	3.5	4.1	2.5	2.5	5.3
NO RESPONSE	0.7	0.8	0.7	2.4	0.4	0.5	0.6	1.3	0.5	1.2	1.9	0.6	. . .
INTERPRET CONTRACT MANAGEMENT AND CONTRACT TERMS:													
TOTAL	57.5	52.4	55.8	52.8	63.3	51.8	55.8	57.1	58.7	56.1	57.2	55.0	61.2
SHARED	31.7	34.8	32.2	36.8	24.1	39.8	35.5	31.2	32.3	31.0	31.4	31.9	31.3
NONE	9.8	11.4	9.9	9.6	11.0	7.9	6.4	9.1	7.9	11.7	10.7	12.5	6.2
NO RESPONSE	1.1	1.4	2.1	0.8	1.6	0.5	2.3	2.6	1.1	1.2	0.6	0.6	1.3
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

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Table 1. – Continued

	PERS. MORE THAN 50%	.JOB TITLE. NOT SUPT	SUPT	.....DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME ....SEX.... MALE	FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
CONDUCT INTERVIEWS/PROCESS PAPERWORK FOR EXITING STAFF:													
TOTAL	55.5	51.5	40.4	63.2	56.3	42.4	39.0	55.8	51.1	64.3	56.6	53.8	58.1
SHARED	36.7	38.8	40.1	29.6	34.3	46.1	46.5	29.9	40.8	27.5	33.3	38.1	36.1
NONE	6.9	8.8	17.8	6.4	8.6	11.0	12.2	10.4	7.1	7.6	9.4	6.9	5.3
NO RESPONSE	0.9	1.0	1.7	0.8	0.8	0.5	2.3	3.9	1.1	0.6	0.6	1.3	0.4
DEVELOP/ADMINISTER GUIDELINES FOR A REDUCTION-IN-FORCE:													
TOTAL	53.9	49.4	55.1	64.0	54.7	44.0	51.2	61.0	52.7	56.1	52.2	54.4	55.9
SHARED	41.5	44.8	34.6	33.6	40.4	52.9	43.0	31.2	44.0	36.3	42.8	40.6	40.5
NONE	3.7	5.0	7.9	2.4	4.5	2.1	3.5	3.9	2.4	6.4	4.4	3.8	3.5
NO RESPONSE	0.9	0.8	2.4	. . .	0.4	1.0	2.3	3.9	0.8	1.2	0.6	1.3	. . .
DEVELOP/DISTRIBUTE EMPLOYEE HANDBOOK:													
TOTAL	53.7	49.5	45.2	56.0	48.6	47.1	37.2	59.7	52.7	57.9	50.3	50.0	58.6
SHARED	35.1	38.5	43.2	34.4	41.6	37.2	52.9	29.9	35.6	31.6	37.1	35.0	33.9
NONE	10.1	11.0	9.9	9.6	9.4	13.6	8.7	7.8	10.6	9.4	11.9	13.8	6.6
NO RESPONSE	1.1	1.0	1.7	. . .	0.4	2.1	1.2	2.6	1.1	1.2	0.6	1.3	0.9
PAPERWORK FOR SICK AND ANNUAL LEAVE, ETC.													
TOTAL	53.2	50.9	45.5	48.8	53.9	47.6	53.5	46.8	49.5	62.0	52.8	48.1	58.1
SHARED	37.7	38.8	38.4	46.4	38.0	36.6	36.0	40.3	40.8	31.0	35.8	41.3	36.6
NONE	8.7	10.0	15.1	4.8	8.2	15.2	10.5	9.1	9.5	6.4	11.3	10.0	5.3
NO RESPONSE	0.4	0.3	1.0	. . .	. . .	0.5	. . .	3.9	0.3	0.6	. . .	0.6	. . .
REVIEW APPLICATIONS FOR SUPPORT STAFF POSITIONS:													
TOTAL	53.0	48.5	41.1	64.8	51.8	48.2	28.5	70.1	50.0	60.2	57.2	52.5	52.0
SHARED	43.6	47.1	50.3	33.6	44.9	48.2	65.7	26.0	47.0	35.1	40.9	41.9	45.4
NONE	3.0	3.9	8.2	0.8	3.3	3.7	4.7	2.6	3.0	3.5	1.9	4.4	2.6
NO RESPONSE	0.4	0.4	0.3	0.8	. . .	. . .	1.2	1.3	. . .	1.2	. . .	1.3	. . .
CONDUCT REFERENCE/BACKGROUND CHECK--NONPROFESSIONAL STAFF:													
TOTAL	51.8	48.4	43.2	74.4	48.6	44.0	32.6	66.2	53.0	50.3	61.0	48.8	48.9
SHARED	40.7	42.6	47.6	22.4	43.7	46.6	60.5	32.5	39.7	42.1	32.7	43.1	43.6
NONE	6.8	8.1	8.9	2.4	7.3	8.9	5.8	. . .	6.8	6.4	6.3	6.3	7.0
NO RESPONSE	0.7	1.0	0.3	0.8	0.4	0.5	1.2	1.3	0.5	1.2	. . .	1.9	0.4
DEVELOP PERSONNEL-RELATED COMPONENTS OF THE BUDGET:													
TOTAL	51.1	50.2	56.2	51.2	53.5	48.2	59.3	67.5	53.0	49.7	49.1	49.4	53.3
SHARED	42.2	42.0	38.0	44.0	42.0	43.5	39.0	27.3	41.0	41.5	43.4	44.4	41.4
NONE	5.9	6.8	4.5	4.8	3.7	7.3	0.6	2.6	5.2	7.6	7.5	5.0	4.8
NO RESPONSE	0.9	1.0	1.4	. . .	0.8	1.0	1.2	2.6	0.8	1.2	. . .	1.3	0.4
REVIEW AND MEDIATE EMPLOYEE GRIEVANCES:													
TOTAL	50.5	46.7	51.7	52.8	55.9	44.0	45.3	58.4	52.2	48.5	49.7	54.4	49.8
SHARED	44.7	46.3	41.1	41.6	41.6	50.8	51.7	31.2	44.3	43.9	45.3	40.6	45.8
NONE	3.9	6.0	6.2	5.6	2.0	3.7	2.3	6.5	2.7	6.4	5.0	2.5	4.4
NO RESPONSE	0.9	1.0	1.0	. . .	0.4	1.6	0.6	3.9	0.8	1.2	. . .	2.5	. . .
DEVELOP/IMPLEMENT INTERNAL PROMOTION/TRANSFER PROCEDURES													
TOTAL	49.6	45.8	41.1	59.2	53.5	40.3	36.6	46.8	50.3	49.1	51.6	51.9	47.1
SHARED	42.0	42.6	39.7	37.6	40.8	50.3	44.2	29.9	41.8	41.5	39.6	42.5	44.5
NONE	6.6	9.9	18.2	2.4	4.1	7.3	16.9	22.1	5.4	8.8	5.7	5.0	7.5
NO RESPONSE	1.8	1.8	1.0	0.8	1.6	2.1	2.3	1.3	2.4	0.6	3.1	0.6	0.9
DEVELOP JOB DESCRIPTIONS:													
TOTAL	48.9	45.6	52.1	48.0	52.2	43.5	48.3	74.0	49.5	50.3	53.5	45.0	49.3
SHARED	48.4	51.5	43.2	49.6	45.7	53.9	47.7	23.4	48.4	45.6	44.0	53.1	47.6
NONE	1.4	1.8	4.1	1.6	0.8	1.0	2.9	. . .	1.1	2.3	2.5	. . .	1.8
NO RESPONSE	1.2	1.1	0.7	0.8	1.2	1.6	1.2	2.6	1.1	1.8	. . .	1.9	1.3
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 1 – Continued

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME ....SEX.... MALE	FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
DEVELOP SALARY SCHEDULES:													
TOTAL	48.4	46.3	57.2	54.4	49.4	38.7	56.4	58.4	48.1	48.5	39.6	48.1	55.1
SHARED	41.6	40.8	32.5	39.2	39.2	47.1	33.7	35.1	42.4	40.9	50.9	41.9	35.2
NONE	9.3	12.0	8.9	4.8	11.0	13.1	8.1	3.9	8.7	9.9	8.8	8.8	9.7
NO RESPONSE	0.7	1.0	1.4	1.6	0.4	1.0	1.7	2.6	0.8	0.6	0.6	1.3	. . .
CONTACT NEEDED SUBSTITUTES ON A DAILY BASIS:													
TOTAL	47.9	41.9	17.8	60.0	61.6	26.2	8.7	48.1	49.2	47.4	45.9	52.5	48.0
SHARED	10.9	11.7	28.8	13.6	8.2	14.7	22.1	32.5	12.5	7.6	9.4	8.8	12.8
NONE	40.4	45.5	52.1	26.4	29.8	57.1	67.4	18.2	37.5	44.4	44.7	37.5	38.3
NO RESPONSE	0.9	1.0	1.4	. . .	0.4	2.1	1.7	1.3	0.8	0.6	. . .	1.3	0.9
DEVELOP AFFIRMATIVE ACTION GUIDELINES FOR SUPERVISORS:													
TOTAL	44.5	42.7	46.2	40.8	51.8	39.3	40.7	54.5	42.7	50.9	43.4	43.8	45.8
SHARED	39.3	38.7	30.1	48.0	33.9	39.3	36.6	19.5	40.8	33.3	36.5	40.0	40.5
NONE	14.9	17.1	20.2	11.2	13.5	18.3	18.6	22.1	15.5	14.0	18.2	15.6	12.3
NO RESPONSE	1.2	1.5	3.4	. . .	0.8	3.1	4.1	3.9	1.1	1.8	1.9	0.6	1.3
ADMINISTER UNEMPLOYMENT COMPENSATION CLAIMS:													
TOTAL	43.6	41.6	45.5	51.2	44.9	32.5	52.3	41.6	42.1	49.1	35.8	36.9	55.7
SHARED	28.8	29.3	27.4	26.4	33.5	25.1	25.0	36.4	30.2	25.1	27.7	33.8	25.1
NONE	26.5	28.0	26.7	20.8	20.8	41.4	22.7	19.5	26.6	24.6	34.6	28.1	21.1
NO RESPONSE	1.1	1.1	0.3	1.6	0.8	1.0	. . .	2.6	1.1	1.2	1.9	1.3	. . .
DEVELOP STAFF EVALUATION GUIDELINES AND PROCEDURES:													
TOTAL	42.9	40.2	39.7	45.6	41.2	40.8	35.5	53.2	45.9	36.8	39.0	47.5	46.7
SHARED	52.0	53.4	54.8	49.6	53.5	55.0	61.6	39.0	50.3	55.6	55.3	51.9	50.2
NONE	4.4	5.7	4.1	4.8	4.9	3.7	1.2	5.2	3.3	6.4	5.7	4.4	2.6
NO RESPONSE	0.7	0.7	1.4	. . .	0.4	0.5	1.7	2.6	0.5	1.2	. . .	1.3	0.4
ACCOUNT FOR SUBSTITUTE TEACHERS HOURS/PAYMENT:													
TOTAL	41.1	38.5	36.3	40.0	49.0	33.0	38.4	50.6	40.5	43.9	43.4	41.3	40.5
SHARED	33.5	34.5	36.6	38.4	30.2	39.3	38.4	41.6	34.5	29.2	30.2	37.5	35.7
NONE	24.4	26.0	25.3	21.6	20.0	26.2	21.5	5.2	23.9	26.3	25.2	20.6	22.9
NO RESPONSE	1.1	1.0	1.7	. . .	0.8	1.6	1.7	2.6	1.1	0.6	1.3	0.6	0.9
CONDUCT NEW EMPLOYEE INDUCTION AND ORIENTATION:													
TOTAL	40.9	40.1	36.6	42.4	39.6	38.7	29.7	55.8	40.8	40.4	40.3	41.9	41.4
SHARED	55.5	55.9	55.8	52.0	58.0	57.6	64.5	39.0	56.0	56.1	54.7	54.4	56.8
NONE	2.8	3.3	6.2	5.6	2.0	2.6	5.2	1.3	2.7	2.3	4.4	2.5	1.8
NO RESPONSE	0.7	0.7	1.4	. . .	0.4	1.0	0.6	3.9	0.5	1.2	0.6	1.3	. . .
ADMINISTER EMPLOYEE RETIREMENT PROGRAMS:													
TOTAL	40.7	38.7	44.5	55.2	42.0	28.3	51.7	45.5	39.7	45.0	39.0	34.4	46.3
SHARED	32.4	32.0	31.2	26.4	33.9	33.5	29.7	32.5	31.0	33.9	34.0	35.0	30.4
NONE	26.2	28.4	23.6	17.6	23.3	37.2	18.6	19.5	28.8	19.9	25.8	30.0	23.3
NO RESPONSE	0.7	1.0	0.7	0.8	0.8	1.0	. . .	2.6	0.5	1.2	1.3	0.6	. . .
COORDINATE EMPLOYEE ASSISTANCE PROGRAMS (EAP'S):													
TOTAL	40.7	37.6	32.2	42.4	40.8	37.2	34.3	26.0	38.0	45.0	47.2	35.0	41.4
SHARED	23.7	24.8	25.3	21.6	25.3	23.0	29.1	23.4	28.5	13.5	21.4	23.8	26.0
NONE	34.2	36.0	40.1	35.2	31.8	38.2	34.9	45.5	32.3	39.2	30.8	38.8	32.2
NO RESPONSE	1.4	1.7	2.4	0.8	2.0	1.6	1.7	5.2	1.1	2.3	0.6	2.5	0.4
NEGOTIATE WITH EMPLOYEE GROUPS:													
TOTAL	38.3	36.3	43.8	35.2	43.3	35.6	46.5	33.8	37.8	40.4	38.4	38.8	39.2
SHARED	40.4	39.2	31.2	38.4	34.7	37.7	37.8	40.3	41.6	38.0	40.3	35.6	43.6
NONE	20.3	23.2	22.9	25.6	20.4	26.2	13.4	23.4	19.8	19.9	20.8	25.8	16.7
NO RESPONSE	1.1	1.3	2.1	0.C	1.6	0.5	2.3	2.6	0.8	1.8	0.6	1.9	0.4
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 1. – Continued

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL ....SEX.... MALE	FEMALE	MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
DEVELOP FORECASTS OF STAFFING NEEDS:													
TOTAL	35.8	35.0	45.9	36.0	36.7	44.0	44.2	62.3	39.7	29.2	32.1	36.9	38.3
SHARED	54.4	53.7	45.5	52.0	56.3	49.7	53.5	31.2	51.1	60.8	56.0	56.9	52.9
NONE	9.4	10.7	7.2	12.0	6.9	5.8	1.2	3.9	9.0	9.4	11.9	5.6	8.8
NO RESPONSE	0.4	0.6	1.4	. . .	. . .	0.5	1.2	2.6	0.3	0.6	. . .	0.6	. . .
ADMINISTER EMPLOYEE HEALTH INSURANCE PROGRAM:													
TOTAL	35.4	35.3	48.6	43.2	31.8	28.8	55.8	44.2	31.5	43.9	34.0	27.5	41.0
SHARED	27.2	27.0	29.8	28.0	27.3	25.1	27.9	36.4	28.3	25.7	26.4	30.6	26.0
NONE	36.8	37.0	21.2	28.0	40.4	45.5	16.3	16.9	39.9	29.2	39.0	41.3	33.0
NO RESPONSE	0.5	0.7	0.3	0.8	0.4	0.5	. . .	2.6	0.3	1.2	0.6	0.6	. . .
DEVELOP/IMPLEMENT DISCIPLINARY PROCEDURES:													
TOTAL	34.0	31.8	40.4	39.2	38.0	25.7	33.1	53.2	33.2	37.4	32.1	31.3	38.3
SHARED	55.5	55.5	49.7	48.0	51.8	62.8	58.7	37.7	59.2	46.8	56.0	56.3	53.3
NONE	10.1	12.1	7.9	12.8	9.8	11.0	6.4	5.2	7.3	15.2	11.9	11.9	8.4
NO RESPONSE	0.4	0.6	2.1	. . .	0.4	0.5	1.7	3.9	0.3	0.6	. . .	0.6	. . .
ADMINISTER WORKMAN'S COMPENSATION CLAIM PROGRAM:													
TOTAL	33.8	34.1	46.2	33.6	34.7	31.4	52.3	45.5	31.3	41.5	28.9	28.8	40.1
SHARED	30.6	29.9	27.1	28.8	32.2	25.7	25.6	35.1	31.0	29.8	32.7	34.4	26.0
NONE	34.7	35.0	26.4	36.8	32.2	41.9	22.1	16.9	37.0	27.5	37.1	36.3	33.5
NO RESPONSE	0.9	1.0	0.3	0.8	0.8	1.0	. . .	2.6	0.8	1.2	1.3	0.6	0.4
DEVELOP/IMPLEMENT AN EMPLOYEE RECOGNITION/AWARDS PROGRAM:													
TOTAL	32.2	29.6	36.6	32.8	29.4	30.9	32.6	48.1	33.7	31.0	30.2	31.3	34.8
SHARED	46.1	48.0	44.9	49.6	46.1	53.4	55.2	31.2	46.5	43.3	47.8	44.4	45.4
NONE	20.6	21.0	16.1	17.6	23.3	13.6	11.0	13.0	19.0	24.0	21.4	21.9	19.8
NO RESPONSE	1.1	1.4	2.4	. . .	1.2	2.1	1.2	7.8	0.8	1.8	0.6	2.5	. . .
INTERVIEW INSTRUCTIONAL/ ADMINISTRATIVE CANDIDATES:													
TOTAL	31.9	30.0	35.6	41.6	32.2	28.8	29.1	57.1	31.8	31.6	37.1	29.4	30.8
SHARED	64.6	65.2	56.8	56.8	65.7	66.5	67.4	36.4	65.5	63.2	60.4	66.9	65.6
NONE	3.0	4.0	7.2	1.6	2.0	4.2	2.9	5.2	2.2	4.7	2.5	3.1	3.1
NO RESPONSE	0.5	0.7	0.3	. . .	. . .	0.5	0.6	1.3	0.5	0.6	. . .	0.6	0.4
PROVIDE PERSONAL COUNSELING FOR EMPLOYEES:													
TOTAL	29.9	26.1	25.7	35.2	27.3	24.6	19.8	37.7	29.1	33.3	27.0	26.9	34.4
SHARED	53.7	54.2	47.9	50.4	57.1	52.4	56.4	33.8	57.3	45.6	55.3	56.3	51.1
NONE	15.7	18.6	24.7	14.4	14.3	22.0	22.1	26.0	13.0	19.9	17.6	15.0	14.5
NO RESPONSE	0.7	1.0	1.7	. . .	1.2	1.0	1.7	2.6	0.5	1.2	. . .	1.9	. . .
DEVELOP/ADMINISTER PROGRAMS TO DECREASE STAFF ABSENTEEISM:													
TOTAL	29.0	26.3	31.8	35.2	28.6	26.2	24.4	51.9	30.7	27.5	25.8	26.9	32.6
SHARED	54.3	54.0	49.0	52.0	58.4	53.4	58.1	27.3	56.5	48.0	56.6	50.0	55.9
NONE	15.3	17.9	16.1	12.0	12.2	17.8	14.5	16.9	11.7	22.2	15.7	21.3	11.0
NO RESPONSE	1.4	1.8	3.1	0.8	0.8	2.6	2.9	3.9	1.1	2.3	1.9	1.9	0.4
ESTABLISH SCHOOL/OFFICE STAFF HIRING GUIDELINES:													
TOTAL	27.0	26.8	50.3	23.2	33.1	30.9	50.6	57.1	28.3	25.1	26.4	28.8	26.4
SHARED	60.9	60.1	33.2	64.8	58.0	56.5	39.5	26.0	60.6	60.2	62.3	58.8	61.2
NONE	11.4	12.2	15.4	10.4	9.0	11.5	8.7	15.6	10.1	14.6	11.3	11.9	11.0
NO RESPONSE	0.7	0.8	1.0	1.6	. . .	1.0	1.2	1.3	1.1	. . .	. . .	0.6	1.3
DEVELOP/IMPLEMENT CAREER LADDER PROGRAMS:													
TOTAL	26.5	25.0	25.7	38.4	27.8	21.5	23.8	39.0	28.8	24.6	27.7	24.4	26.9
SHARED	28.5	27.1	26.7	32.8	28.2	23.0	27.3	20.8	26.6	30.4	21.4	30.6	32.2
NONE	41.5	43.8	44.5	24.0	41.2	50.8	44.2	37.7	41.0	40.9	47.2	40.6	38.3
NO RESPONSE	3.6	4.0	3.1	4.8	2.9	4.7	4.7	2.6	3.5	4.1	3.8	4.4	2.6
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

BEST COPY AVAILABLE

Table 1. – Continued

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME ....SEX.... MALE	FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
ADMINISTER TUITION ASSISTANCE PROGRAMS:													
TOTAL	26.2	25.0	20.2	30.4	22.9	24.1	19.2	22.1	24.7	29.2	27.0	28.1	25.6
SHARED	13.3	13.5	25.0	16.0	16.3	13.1	23.3	20.8	13.9	12.3	8.2	11.9	18.1
NONE	58.5	59.0	50.3	50.4	58.8	61.8	51.7	49.4	59.8	55.6	62.3	57.5	55.5
NO RESPONSE	2.0	2.5	4.5	3.2	2.0	1.0	5.8	7.8	1.6	2.9	2.5	2.5	0.9
INTERVIEW SUPPORT STAFF CANDIDATES:													
TOTAL	22.4	20.9	32.9	32.0	21.2	17.3	21.5	64.9	20.4	25.7	23.3	21.3	23.8
SHARED	68.7	69.1	54.8	64.0	69.0	71.7	68.0	27.3	69.8	66.7	67.9	68.1	68.7
NONE	8.0	9.2	11.0	3.2	9.4	10.5	9.3	5.2	9.0	6.4	8.8	8.8	7.0
NO RESPONSE	0.9	0.8	1.4	0.8	0.4	0.5	1.2	2.6	0.8	1.2	. . .	1.9	0.4
NEGOTIATE WITH PROVIDERS OF EMPLOYEE HEALTH INSURANCE, ETC:													
TOTAL	21.2	22.4	45.5	32.0	19.2	19.4	48.3	39.0	21.2	23.4	18.2	14.4	27.8
SHARED	33.3	32.0	30.5	24.8	31.8	35.1	28.5	35.1	31.8	35.7	36.5	35.0	30.0
NONE	44.5	44.5	21.9	41.6	48.2	45.0	21.5	22.1	46.2	39.2	44.0	49.4	41.9
NO RESPONSE	1.1	1.1	2.1	1.6	0.8	0.5	1.7	3.9	0.8	1.8	1.3	1.3	0.4
PARTICIPATE IN EMPLOYEE COUNCILS OR ADVISORY GROUPS:													
TOTAL	20.8	19.5	27.4	18.4	24.1	16.8	20.3	37.7	22.8	18.7	18.2	21.3	22.0
SHARED	69.8	69.0	57.5	70.4	67.3	75.9	64.5	42.9	68.5	69.0	71.7	68.1	70.0
NONE	8.7	10.4	13.4	10.4	7.8	6.3	13.4	14.3	7.9	11.7	9.4	9.4	7.9
NO RESPONSE	0.7	1.1	1.7	0.8	0.8	1.0	1.7	5.2	0.8	0.6	0.6	1.3	. . .
DEVELOP/IMPLEMENT EMPLOYEE WELLNESS PROGRAMS:													
TOTAL	19.8	17.2	14.4	31.2	15.5	13.1	12.2	18.2	20.1	20.5	20.1	15.6	22.5
SHARED	32.0	33.7	33.2	20.0	35.9	37.2	38.4	24.7	33.4	29.2	32.1	27.5	35.7
NONE	45.9	46.6	49.0	47.2	46.1	47.6	45.9	49.4	44.3	47.4	45.9	53.1	40.5
NO RESPONSE	2.3	2.5	3.4	1.6	2.4	2.1	3.5	7.8	2.2	2.9	1.9	3.8	1.3
DEVELOP/MONITOR STUDENT ENROLLMENT PROJECTIONS:													
TOTAL	15.8	15.6	44.2	6.4	15.9	25.7	44.8	54.5	18.2	11.1	17.0	17.5	14.1
SHARED	32.0	33.9	43.5	28.0	36.3	42.4	49.4	37.7	32.6	29.8	31.4	31.9	32.6
NONE	51.4	49.5	11.0	65.6	47.8	31.4	4.7	5.2	48.6	57.9	51.6	50.0	52.4
NO RESPONSE	0.7	1.0	1.4	. . .	. . .	0.5	1.2	2.6	0.5	1.2	. . .	0.6	0.9
PLAN/CONDUCT NONINSTRUCTIONAL STAFF DEVELOPMENT:													
TOTAL	14.4	14.5	29.1	16.0	15.5	14.7	19.8	54.5	13.9	15.2	12.6	15.0	15.4
SHARED	57.5	58.4	58.2	53.6	54.3	61.8	72.7	37.7	57.1	59.1	54.1	59.4	59.5
NONE	26.7	25.7	11.0	28.8	29.4	21.5	7.0	3.9	27.7	24.0	32.7	22.5	24.7
NO RESPONSE	1.4	1.4	1.7	1.6	0.8	2.1	0.6	3.9	1.4	1.8	0.6	3.1	0.4
DEVELOP/CONDUCT EMPLOYEE ATTITUDE/OPINION SURVEYS:													
TOTAL	13.5	12.4	25.7	13.6	13.1	12.6	22.1	35.1	14.7	12.3	13.8	11.3	15.0
SHARED	41.6	42.7	39.0	43.2	42.0	48.7	39.5	31.2	42.7	40.4	42.1	40.6	42.7
NONE	43.6	43.4	32.2	43.2	43.7	37.2	36.0	27.3	41.6	45.6	42.1	46.3	42.3
NO RESPONSE	1.2	1.5	3.1	. . .	1.2	1.6	2.3	6.5	1.1	1.8	1.9	1.9	. . .
DEVELOP/DISTRIBUTE EMPLOYEE NEWSLETTER:													
TOTAL	12.5	11.8	28.8	12.8	10.2	14.1	24.4	31.2	11.7	14.0	14.5	10.6	11.5
SHARED	22.1	23.9	28.8	18.4	21.6	27.7	34.3	24.7	21.7	23.4	22.0	16.9	26.0
NONE	63.7	62.2	38.0	68.0	66.9	55.5	37.2	37.7	64.9	60.2	62.3	68.8	62.1
NO RESPONSE	1.8	2.1	4.5	0.8	1.2	2.6	4.1	6.5	1.6	2.3	1.3	3.8	0.4
ADMINISTER STAFF PAYROLL:													
TOTAL	12.3	15.3	51.4	8.0	11.0	15.2	57.6	51.9	10.9	15.2	8.2	12.5	14.1
SHARED	35.4	34.6	27.7	38.4	34.3	31.9	25.6	35.1	36.7	33.3	39.0	27.5	38.3
NONE	51.8	49.4	20.5	52.8	54.3	52.4	16.9	10.4	52.2	50.3	52.8	59.4	47.1
NO RESPONSE	0.5	0.7	0.3	0.8	0.4	0.5	. . .	2.6	0.3	1.2	. . .	0.6	0.4
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 1. – Continued

	PERS. MORE THAN 50%	.JOB NOT SUPT	TITLE. SUPT	.....DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME ....SEX.... MALE	FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
CONTRACT FOR OUTSIDE DISTRICT SERVICES:													
TOTAL	11.7	13.9	50.0	7.2	9.4	18.3	50.0	59.7	13.6	8.2	13.2	13.8	8.8
SHARED	64.9	63.7	39.0	75.2	63.7	58.6	44.2	32.5	63.9	66.7	64.2	62.5	67.8
NONE	22.2	21.1	9.2	16.8	25.7	21.5	4.7	3.9	21.5	24.0	22.0	21.9	22.9
NO RESPONSE	1.1	1.3	1.7	0.8	1.2	1.6	1.2	3.9	1.1	1.2	0.6	1.9	0.4
PLAN/CONDUCT INSTRUCTIONAL STAFF DEVELOPMENT:													
TOTAL	10.9	12.4	30.1	12.8	9.8	16.8	17.4	51.9	10.6	10.5	11.3	10.0	11.0
SHARED	52.0	53.7	61.6	48.0	48.2	62.3	76.2	40.3	55.4	46.2	50.9	48.8	55.5
NONE	36.5	33.1	6.8	39.2	41.6	19.4	5.8	3.9	33.4	42.1	37.7	39.4	33.5
NO RESPONSE	0.7	0.8	1.4	. . .	0.4	1.6	0.6	3.9	0.5	1.2	. . .	1.9	. . .
COORDINATE ADULT EDUCATION PROGRAM STAFF:													
TOTAL	9.1	8.6	12.0	12.0	7.8	9.9	11.0	15.6	10.1	6.4	8.2	11.3	8.8
SHARED	33.6	31.3	24.7	54.4	33.9	24.6	26.2	22.1	34.2	31.0	36.5	31.9	32.6
NONE	56.0	58.6	60.3	32.8	58.0	63.4	59.9	54.5	54.9	60.2	52.8	56.3	58.1
NO RESPONSE	1.2	1.5	3.1	0.8	0.4	2.1	2.9	7.8	0.8	2.3	2.5	0.6	0.4
ADMINISTER AN EMPLOYEE SOCIAL/ RECREATIONAL PROGRAM:													
TOTAL	4.4	4.3	9.6	6.4	3.3	4.2	5.8	14.3	4.6	4.1	4.4	3.8	4.8
SHARED	19.8	20.9	24.3	16.0	17.6	20.4	33.7	18.2	20.7	18.7	15.7	16.9	24.7
NONE	73.7	72.3	61.0	76.0	77.1	72.8	55.8	57.1	72.8	74.3	78.0	75.0	70.0
NO RESPONSE	2.1	2.5	5.1	1.6	2.0	2.6	4.7	10.4	1.9	2.9	1.9	4.4	0.4
DEVELOP/IMPLEMENT EMPLOYEE DAY CARE PROGRAMS:													
TOTAL	2.0	1.7	5.8	2.4	1.6	2.1	4.1	9.1	2.4	1.2	1.9	2.5	1.8
SHARED	7.1	7.1	6.2	5.6	7.8	6.3	5.2	7.8	9.2	3.5	6.3	6.3	8.4
NONE	87.9	87.6	82.9	89.6	87.3	89.0	84.9	76.6	86.1	90.1	88.1	87.5	88.1
NO RESPONSE	3.0	3.6	5.1	2.4	3.3	2.6	5.8	6.5	2.2	5.3	3.8	3.8	1.8
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Newly Assigned Functions

Respondents were also asked to indicate which of the 65 school district functions listed on the survey instrument had been newly assigned to their office within the last two years. This question was included to gauge the extent of increases in responsibilities, since there has been concern that tight budgets in school districts have required that fewer people accomplish the same tasks.

"Develop job descriptions" (9.4 percent) and "develop affirmative action guidelines for supervisors" (7.1 percent) were the two school district functions most likely to have been newly assigned within the past two years to respondents in the "more than half of each day" column. Respondents commented that job descriptions and employment procedures were being reviewed in their district for compliance with the Americans with Disabilities Act (ADA).

The two functions ranked third and fourth by the "more than half of each day" respondents were "coordinate employee assistance programs (EAP's)" (6.9 percent) and/or "develop and implement employee wellness programs" (6.6 percent).

Responding superintendents also ranked "develop job descriptions" first (12.0 percent), followed by "develop affirmative action guidelines for supervisors" (8.2 percent).

Least likely to have been added as a new responsibility for respondents in the "more than 50 percent of each day spent on personnel functions" subgroup was "develop/monitor student enrollment projections" (0.9 percent).

NOTE: Only functions reported as newly assigned by 5.0 percent or more of the "more than 50 percent of the day" respondents are included in Table 2.

Table 2. – Percentage of Respondents Reporting Specific School District Functions as Newly Assigned Within the Last Two Years

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME ....SEX.... MALE	FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
DEVELOP JOB DESCRIPTIONS.....	9.4	10.0	12.0	10.4	7.3	9.9	15.1	11.7	7.1	15.8	11.3	9.4	7.5
DEVELOP AFFIRMATIVE ACTION GUIDELINES FOR SUPERVISORS...	7.1	7.2	8.2	4.0	7.3	6.3	12.8	5.2	7.6	7.0	6.9	6.9	7.0
COORDINATE EMPLOYEE ASSISTANCE PROGRAMS (EAP'S)..	6.9	5.8	2.1	8.8	6.9	4.2	2.9	. . .	7.1	6.4	8.8	7.5	5.3
DEVELOP/IMPLEMENT EMPLOYEE WELLNESS PROGRAMS.....	6.6	6.0	4.1	10.4	3.7	6.3	4.7	. . .	6.5	7.6	6.9	5.6	6.6
PLAN/CONDUCT NONINSTRUCTIONAL STAFF DEVELOPMENT.....	6.2	5.7	1.7	4.8	6.5	5.8	4.1	1.3	4.6	8.2	5.7	8.1	5.3
DEVELOP/IMPLEMENT AN EMPLOYEE RECOGNITION/AWARDS PROGRAM...	5.9	5.7	2.1	6.4	3.7	8.9	4.7	. . .	4.9	8.2	7.5	5.6	4.8
ESTABLISH SCHOOL/OFFICE STAFF HIRING GUIDELINES.....	5.5	5.1	3.1	3.2	7.3	4.7	2.3	2.6	5.4	5.8	5.7	5.0	4.8
ADMINISTER WORKMAN'S COMPENSATION CLAIM PROGRAM...	5.3	4.9	0.7	9.6	4.1	3.7	0.6	. . .	3.8	8.8	8.2	6.3	3.1
ADMINISTER EMPLOYEE HEALTH INSURANCE PROGRAM.....	5.3	5.0	1.4	6.4	5.3	2.6	1.2	. . .	4.3	7.6	6.3	5.6	4.4

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Factors Affecting Efficient Operation of the Personnel Function

Discussions with personnel officials involved in the planning for this study identified concerns about a variety of factors that detracted from efforts to administer the personnel function in an efficient manner. In order to assess the significance of these problems on a broad scale, the following item was included on the survey instrument: *How would you characterize the impact each of the following factors has on preventing your personnel office from operating as efficiently as you think is needed?* Respondents were asked to rate each of the factors as having *major*, *minor*, or *little or no* impact. Table 3 on page 26 shows the responses for all factors included on the survey instrument. Figure 4 on page 24 summarizes the responses for factors ranked as having a *major* impact and Figure 5 on page 25 summarizes the responses for factors ranked as having *little or no* impact.

Major Negative Impact

The factor reported by the largest proportion of responding personnel administrators as having a *major* impact on preventing personnel offices from operating efficiently was "too little time for planning and developing new programs" (70.3 percent). Only 3.9 percent of the respondents spending 50 percent or more of their work time on personnel-related functions characterized this factor as having *little or no* negative impact on efficient management of their office. Both superintendents and nonsuperintendents in general agreed with this assessment, with the *major* percentages of 56.5 and 68.0 respectively.

Other factors most commonly chosen by the "50 percent or more of each day" people as having a *major* impact were "number of personnel staff for the number of responsibilities assigned" (60.9 percent), and "perception of overstaffing makes justifying additional positions difficult" (53.2 percent).

Factors ranked second and third by superintendents as having a *major* impact were "too much paperwork required for compliance with federal/state mandates" (55.5 percent) and "knowledge required to administer complex tasks with not enough time/personnel to specialize" (39.4 percent).

For some factors, the characterization of a factor as having *major* negative impact increased with the size of the school district. For example, 63.2 percent of the respondents from districts enrolling 25,000 or more students stated that the "perception of overstaffing" in the personnel office had a *major* impact, even though these districts had the smallest ratio of personnel staff to total staff (see Table 6 on page 30). This compares with 48.7 percent of the respondents from districts enrolling 2,500 to 9,999 students.

The percentage decreased even more in smaller districts, in which the superintendents were likely to have direct responsibility for per-

sonnel – 37.8 percent in districts enrolling 300 to 2,499 students and 18.2 percent in the smallest districts.

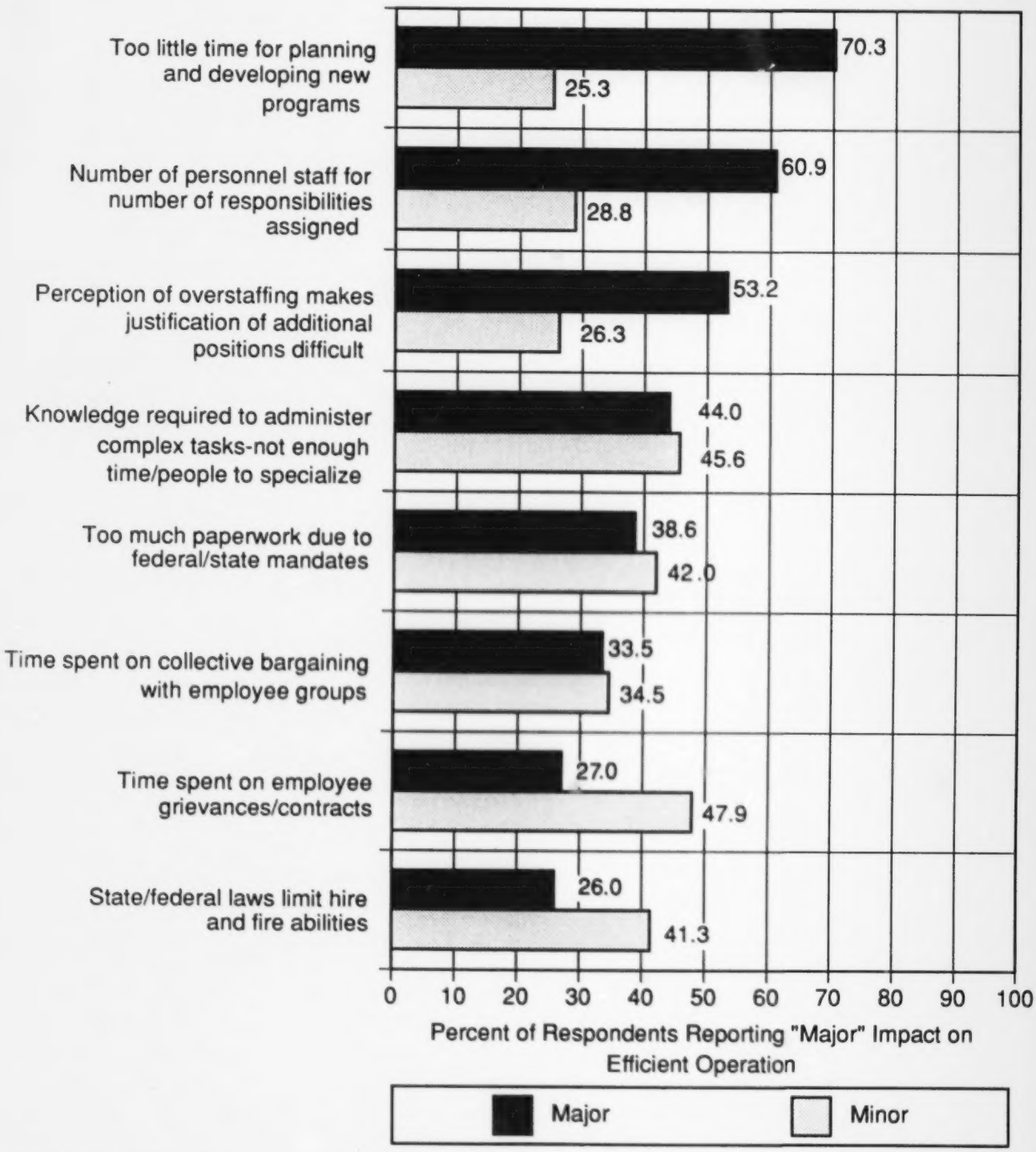
For other factors, the perception of the factor as negative increased with a *decrease* in district size. "Too much paperwork due to federal and state mandates" was one of these, being classified as a *major* problem by 33.6 percent of the respondents from districts enrolling 25,000 or more pupils and 59.7 percent of those from districts enrolling fewer than 300 students. Again, the environment of the respondent has a major effect on the personnel function. The larger districts in this case might, through necessity, have developed computerized procedures to deal with federal and state reporting. The smallest districts, on the other hand, might still be dealing with each request for information in a manner that demanded proportionately more staff involvement.

Little or No Negative Impact

Superintendents and personnel administrators in the "more than 50 percent of each day" group agreed that "assignment of non-trained staff to the personnel office" had *little or no* impact on its efficient operation, with 69.9 percent of the superintendents and 70.3 percent of the personnel administrators reporting this belief. Other factors likely to be chosen by the "50 percent or more of each day" personnel administrators as having *little or no* impact on efficiency were "interference by school board in daily management of personnel functions" (56.9 percent), and "insufficient number of people qualified for district positions living in the area makes recruiting/retaining personnel difficult" (48.8 percent).

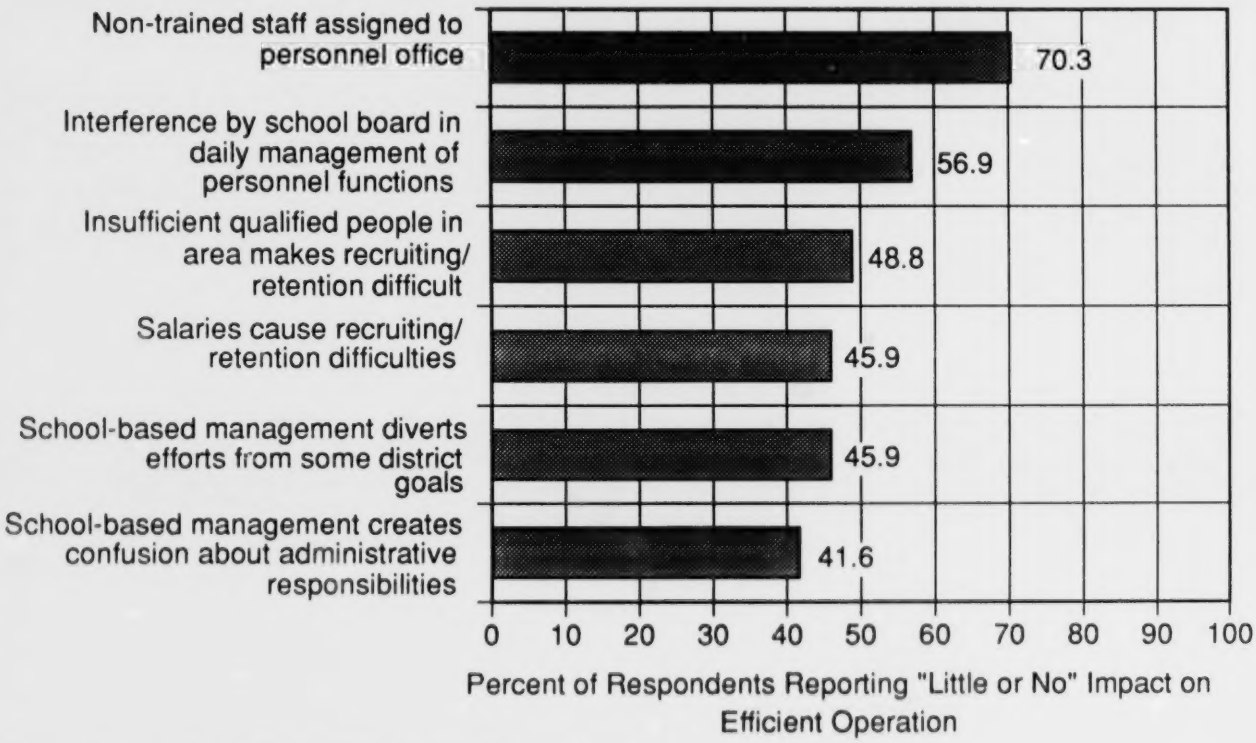
One pattern evident in regard to district size and the tendency to characterize a factor as having *little or no* impact on the efficient operation of the personnel function highlighted differences due to the more formalized nature of personnel matters in larger districts. In districts enrolling 25,000 or more students, only 15.2 percent of the respondents characterized "time spent on employee grievances and contract compliance issues" as having *little or no* impact on efforts to operate efficiently. This percentage increased to 70.1 percent in districts enrolling fewer than 300 students.

Figure 4. – Factors that Respondents* were Most Likely to Characterize as Having a "Major" Impact on Efficient Operation of the Personnel Office



*Respondents spending 50% or more of each day on personnel functions

Figure 5. – Factors that Respondents* were Most Likely to Characterize as Having "Little or No" Impact on Efficient Operation of the Personnel Office


Non-trained staff assigned to personnel office
70.3
Interference by school board in daily management of personnel functions
56.9
Insufficient qualified people in area makes recruiting/ retention difficult
48.8
Salaries cause recruiting/ retention difficulties
45.9
School-based management diverts efforts from some district goals
45.9
School-based management creates confusion about administrative responsibilities
41.6
0 10 20 30 40 50 60 70 80 90 100
Percent of Respondents Reporting "Little or No" Impact on Efficient Operation

*Respondents spending 50% or more of each day on personnel functions

Table 3. – Percentage of Respondents Reporting Factors as Having *Major*, *Minor*, or *Little or No* Negative Impact on Efficient Operation of the Personnel Function

	PERS. MORE THAN 50%	JOB NOT SUPT	TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
TOO LITTLE TIME FOR PLANNING AND DEVELOPING NEW PROGRAMS:													
MAJOR	70.3	68.0	56.5	71.2	73.1	67.5	61.6	49.4	69.8	71.9	73.0	64.4	72.2
MINOR	25.3	25.7	32.2	24.0	25.7	25.7	29.1	36.4	26.1	23.4	26.4	30.0	21.6
LITTLE OR NO	3.9	5.3	10.3	4.0	0.8	5.8	8.1	11.7	3.3	4.7	0.6	4.4	5.7
NO RESPONSE	0.5	1.0	1.0	0.8	0.4	1.0	1.2	2.6	0.8	. . .	. . .	1.3	0.4
NUMBER OF PERSONNEL STAFF FOR NUMBER OF RESPONSIBILITIES ASSIGNED:													
MAJOR	60.9	58.3	38.0	69.6	64.5	59.7	37.8	33.8	60.9	60.2	60.4	58.1	63.9
MINOR	28.8	28.7	35.3	21.6	26.5	27.7	39.5	23.4	28.8	29.2	28.3	32.5	25.6
LITTLE OR NO	9.1	11.4	24.3	7.2	7.3	11.5	20.3	39.0	9.2	8.8	9.4	8.1	10.1
NO RESPONSE	1.2	1.7	2.4	1.6	1.6	1.0	2.3	3.9	1.1	1.8	1.9	1.3	0.4
PERCEPTION OF OVERSTAFFING MAKES JUSTIFYING ADDITIONAL POSITIONS DIFFICULT:													
MAJOR	53.2	50.9	33.9	63.2	59.6	48.7	37.8	18.2	52.4	54.4	55.3	48.8	53.3
MINOR	26.3	25.9	27.7	21.6	22.9	29.8	33.7	22.1	26.6	26.3	25.8	28.1	26.4
LITTLE OR NO	19.8	22.0	37.0	12.8	17.1	20.9	27.3	55.8	19.8	19.3	18.9	20.6	20.3
NO RESPONSE	0.7	1.3	1.4	2.4	0.4	0.5	1.2	3.9	1.1	. . .	. . .	2.5	. . .
KNOWLEDGE REQUIRED TO ADMINISTER COMPLEX TASKS-NOT ENOUGH TIME/PEOPLE TO SPECIALIZE:													
MAJOR	44.0	43.8	39.4	43.2	45.3	42.4	42.4	27.3	40.8	50.3	43.4	40.6	47.1
MINOR	45.6	44.1	40.8	46.4	44.1	48.7	40.7	40.3	48.6	40.9	49.1	44.4	43.2
LITTLE OR NO	10.0	11.1	18.5	9.6	10.2	7.9	15.7	28.6	9.8	8.8	7.5	13.1	9.7
NO RESPONSE	0.5	1.0	1.4	0.8	0.4	1.0	1.2	3.9	0.8	. . .	. . .	1.9	. . .
TOO MUCH PAPERWORK DUE TO FEDERAL/STATE MANDATES:													
MAJOR	38.6	38.0	55.5	33.6	40.4	36.1	50.0	59.7	39.4	38.0	34.0	31.3	47.1
MINOR	42.0	41.7	31.5	48.8	42.0	45.0	29.1	24.7	40.8	44.4	45.9	46.9	35.7
LITTLE OR NO	18.5	19.1	12.0	14.4	17.1	18.3	19.2	13.0	18.8	17.0	18.9	20.0	17.2
NO RESPONSE	0.9	1.3	1.0	3.2	0.4	0.5	1.7	2.6	1.1	0.6	1.3	1.9	. . .
TIME SPENT ON COLLECTIVE BARGAINING W/EMPLOYEE GROUPS:													
MAJOR	33.5	30.3	20.5	25.6	36.3	31.9	23.3	7.8	31.8	38.0	35.8	32.5	33.0
MINOR	34.5	35.0	35.6	36.0	32.2	34.6	45.3	29.9	37.0	30.4	32.1	32.5	37.4
LITTLE OR NO	30.4	32.3	41.4	35.2	29.4	31.9	30.2	55.8	29.6	29.8	31.4	32.5	27.8
NO RESPONSE	1.6	2.4	2.4	3.2	2.0	1.6	1.2	6.5	1.6	1.8	0.6	2.5	1.8
TIME SPENT ON EMPLOYEE GRIEVANCES/CONTRACTS:													
MAJOR	27.0	23.6	6.8	29.6	29.8	19.4	6.4	1.3	23.6	34.5	27.7	28.1	26.9
MINOR	47.9	45.3	35.3	53.6	48.2	45.0	41.3	26.0	53.0	36.8	42.8	41.3	56.8
LITTLE OR NO	24.4	29.6	55.8	15.2	21.6	34.0	50.0	70.1	22.3	28.7	28.9	28.8	16.3
NO RESPONSE	0.7	1.4	2.1	1.6	0.4	1.6	2.3	2.6	1.1	. . .	0.6	1.9	. . .
STATE/FEDERAL LAWS LIMIT HIRE AND FIRE ABILITIES:													
MAJOR	26.0	25.5	34.9	28.0	26.5	24.1	36.0	29.9	26.4	26.3	22.6	28.8	27.3
MINOR	41.3	40.2	32.5	40.8	38.8	41.4	36.0	27.3	39.9	43.3	40.3	35.6	44.9
LITTLE OR NO	31.7	32.4	30.1	28.8	33.1	33.5	25.6	39.0	32.3	29.8	35.8	33.8	27.3
NO RESPONSE	1.1	1.9	2.4	2.4	1.6	1.0	2.3	3.9	1.4	0.6	1.3	1.9	0.4
LACK OF FUNDS FOR PERSONNEL OFFICE TRAINING:													
MAJOR	24.2	22.7	24.0	36.8	24.9	17.3	25.6	15.6	23.6	26.3	23.9	21.3	26.9
MINOR	42.3	42.1	36.0	42.4	45.3	39.8	33.1	31.2	42.7	42.1	45.3	40.6	41.9
LITTLE OR NO	32.6	33.8	38.4	20.0	29.0	40.8	39.5	50.6	32.9	30.4	30.2	36.9	30.8
NO RESPONSE	0.9	1.4	1.7	0.8	0.8	2.1	1.7	2.6	0.8	1.2	0.6	1.3	0.4
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 3. – Continued

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL: LESS THAN FIVE YEARS	FIVE TO NINE	TEN OR MORE
ASSIGNMENT OF NONPERSONNEL FUNCTIONS TO OFFICE:													
MAJOR	21.5	24.3	26.7	12.8	18.4	38.2	27.9	24.7	22.6	17.5	22.6	21.3	21.6
MINOR	50.0	48.3	42.1	52.0	51.0	44.0	50.6	31.2	50.5	47.4	48.4	46.9	52.0
LITTLE OR NO	27.6	25.9	27.1	34.4	29.4	15.7	19.2	39.0	25.5	35.1	28.9	30.0	25.6
NO RESPONSE	0.9	1.5	4.1	0.8	1.2	2.1	2.3	5.2	1.4	. . .	. . .	1.9	0.9
SALARIES CAUSE RECRUITING/ RETENTION DIFFICULTIES:													
MAJOR	15.5	16.4	26.4	19.2	14.7	13.1	18.0	31.2	16.8	11.7	12.6	14.4	18.1
MINOR	38.1	37.0	32.9	41.6	35.5	32.5	34.3	33.8	35.6	42.7	35.8	38.1	37.9
LITTLE OR NO	45.9	45.6	38.7	37.6	49.4	53.9	45.3	32.5	46.7	45.6	51.6	46.3	43.6
NO RESPONSE	0.5	1.0	2.1	1.6	0.4	0.5	2.3	2.6	0.8	. . .	. . .	1.3	0.4
INSUFFICIENT QUALIFIED PEOPLE IN AREA MAKES RECRUITING/ RETENTION DIFFICULT:													
MAJOR	13.3	14.2	14.0	15.2	9.8	11.5	12.2	18.2	12.8	14.6	11.3	12.5	15.4
MINOR	37.0	35.9	36.3	44.8	31.8	31.4	38.4	36.4	37.8	35.7	35.8	36.9	36.6
LITTLE OR NO	48.8	48.3	47.9	36.8	57.6	56.5	48.3	41.6	48.1	49.7	50.9	49.4	48.0
NO RESPONSE	0.9	1.7	1.7	3.2	0.8	0.5	1.2	3.9	1.4	. . .	1.9	1.3	. . .
SCHOOL-BASED MGT. CREATES CONFUSION ABOUT ADMINISTRATIVE RESPONSIBILITIES:													
MAJOR	12.8	11.1	7.2	20.8	11.4	8.4	9.9	5.2	13.0	10.5	11.3	10.0	15.4
MINOR	43.4	41.4	39.7	44.0	47.8	43.5	45.3	31.2	46.7	36.8	45.3	41.9	44.9
LITTLE OR NO	41.6	44.6	51.7	31.2	40.0	46.1	43.0	61.0	38.0	50.3	42.1	44.4	37.9
NO RESPONSE	2.1	2.8	1.4	4.0	0.8	2.1	1.7	2.6	2.2	2.3	1.3	3.8	1.8
INTERFERENCE BY SCHOOL BOARD IN DAILY MANAGEMENT OF PERSONNEL FUNCTIONS:													
MAJOR	12.5	11.4	9.9	13.6	14.3	9.4	12.8	9.1	10.3	14.6	10.7	13.8	12.8
MINOR	29.7	29.1	31.2	43.2	29.8	26.7	38.4	28.6	31.8	26.9	30.2	26.3	31.7
LITTLE OR NO	56.9	57.9	55.8	41.6	55.5	61.8	45.3	57.1	56.8	57.9	58.5	57.5	55.5
NO RESPONSE	0.9	1.7	3.1	1.6	0.4	2.1	3.5	5.2	1.1	0.6	0.6	2.5	. . .
LACK OF CLEAR DEFINITION BETWEEN PERSONNEL POLICIES AND PROCEDURES:													
MAJOR	11.9	11.7	11.6	13.6	10.2	12.0	12.2	10.4	11.1	14.0	15.7	9.4	10.6
MINOR	49.3	49.1	47.6	51.2	44.9	53.4	56.4	39.0	48.9	49.1	46.5	48.8	51.5
LITTLE OR NO	38.3	38.2	39.7	33.6	44.5	34.0	30.2	48.1	39.1	36.8	37.7	40.6	37.4
NO RESPONSE	0.5	1.0	1.0	1.6	0.4	0.5	1.2	2.6	0.8	. . .	. . .	1.3	0.4
SCHOOL-BASED MGT. DIVERTS EFFORTS FROM SOME DISTRICT GOALS:													
MAJOR	10.9	9.7	5.8	16.0	11.4	7.3	6.4	7.8	12.5	8.8	8.8	11.9	12.3
MINOR	40.6	38.4	35.3	47.2	38.4	42.4	41.9	26.0	42.9	33.3	40.3	35.0	44.9
LITTLE OR NO	45.9	48.8	57.5	31.2	49.0	48.7	50.0	63.6	42.1	55.0	49.1	48.8	40.5
NO RESPONSE	2.7	3.1	1.4	5.6	1.2	1.6	1.7	2.6	2.4	2.9	1.9	4.4	2.2
NON-TRAINED STAFF ASSIGNED TO PERSONNEL OFFICE:													
MAJOR	5.2	4.9	3.4	7.2	4.9	3.7	5.8	. . .	3.3	9.4	3.8	2.5	7.0
MINOR	24.0	22.8	24.3	31.2	22.0	19.4	28.5	18.2	23.6	24.6	27.7	20.6	25.1
LITTLE OR NO	70.3	71.1	69.9	60.8	72.2	76.4	63.4	79.2	72.3	66.1	67.9	75.6	67.8
NO RESPONSE	0.5	1.3	2.4	0.8	0.8	0.5	2.3	2.6	0.8	. . .	0.6	1.3	. . .
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

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Profile of the School Districts and Their Personnel-Related Operations

Included in the survey instrument were two types of questions about the school districts or agencies represented by the respondents – those asking for general information such as enrollment, operating budget, and number of staff, and those asking specifically for personnel-related data. Included in this second category were items about the number of school district staff assigned to the personnel function and the dollar amount within the district's operating budget allocated to personnel.

Some additional information was generated through calculation using data provided. For example, the per employee dollar amount devoted to personnel was calculated. Figures such as this provided valuable data against which to compare similar information from the private sector.

Profile of the School Districts and Agencies of Respondents

Most of the respondents – 81.3 percent of the "more than half the day" people, 75.7 percent of all nonsuperintendents, and 60.6 percent of the superintendents – work in school districts that included both "elementary and secondary" grades. The lower percentage within the superintendent subgroup reflects the higher relative percents of these people who work in a county office of education (13.7 percent) or regional education agency (8.2 percent). (See Table 8 on page 30.)

Median per pupil expenditures were calculated for several of the subgroups (see Table 4). In general, the per pupil expenditures increase with a decrease in enrollment, with the superintendent vs. nonsuperintendent values reflecting differences in enrollment.

Table 4. – Median Per Pupil Expenditure in School Districts of Respondents

	PPE
All nonsuperintendents	$4,438
50% of day or more	$4,369
Superintendents	$4,807
Enrollment Groups	
25,000 or more	$4,355
10,000 to 24,999	$4,512
2,500 to 9,999	$4,615
300 to 2,499	$4,747
Less than 300	$6,023

Using the data provided on the amount allocated to staff compensation, a percent of operating budget for staff compensation was generated (see Table 5). These figures followed a slightly different pattern with regard to enrollment, with the larger districts allocating a higher percentage of their available funds to staff compensation. The figures ranged from 85 percent for the largest districts, those enrolling 25,000 or more pupils, to 64 percent for the districts enrolling fewer than 300 pupils.

A review of data concerning the types of communities within which respondents worked provides some clue about the low percent figures for staff compensation in the smaller districts. A

much higher percentage of these small districts are located in rural areas, requiring higher transportation expenditures (many of which are equipment-related) in order to get the students to school.

Table 5. – Median Percent of School District Operating Expenditures Allocated to Staff Compensation

	Percent
All nonsuperintendents	81
50% of Day or More	82
Superintendents	73
Enrollment Groups	
25,000 or more	85
10,000 to 24,999	84
2,500 to 9,999	80
300 to 2,499	74
Less than 300	64

Patterns of community type among respondents varied for superintendent and nonsuperintendent respondents, with the superintendents much more likely to report working in rural areas (63.4 percent) than the total group of nonsuperintendent respondents (13.6 percent) or the "more than 50 percent of each day" group (10.0 percent). (See Table 9 on page 31.)

Staff Personnel Function in the Responding Districts and Agencies

Respondents were asked to indicate the number of administrators and/or supervisors, other professionals, and support staff spending at least 50 percent of every work day on the personnel function. Median figures were calculated for all groups composed of nonsuperintendents. Within the group of all nonsuperintendents, respondents reported median figures of 1 administrator or supervisor, 0 other professionals, and 3 support staff people spending at least half of each day on personnel functions.

Variation was found within the three enrollment groups for which the data were reported. The districts enrolling 25,000 or more students reported a median figure of 5 administrators or supervisors, 1 other professional, and 13 support staff people. For the 10,000 to 24,999 group, these figures were 2, 0, and 4; and for the 2,500 to 9,999 group, 1, 0, and 1 staff person. (See Table 6 on page 30.)

Using these figures and the total number of people employed by each of the responding school districts, two ratios were computed – number of administrators, supervisors, or other professionals per 100 district employees, and number of all staff (including support staff) performing responsibilities related to the personnel function per 100 district employees. (See Table 6.)

The all nonsuperintendents group reported ratios of 0.2 and 0.5, with a slight decline present when data for the subset of people "spending more than 50 percent of each day" on personnel were generated, 0.2 and 0.5 respectively.

These figures also varied among the three largest enrollment groups. Ranging from the largest districts (25,000 or more) to the districts enrolling 2,500 to 9,999 students, the figures for the personnel administrator/other professional to all district staff ratios were 0.1, 0.2, and 0.2.

The corresponding ratios for all personnel staff to all staff were 0.4, 0.5, and 0.5. As the districts increased in size, the tendency was for the size of the personnel staff to increase but not in proportion to the increase in the district staff as a whole.

Table 6. – Median Number of Staff People Spending at Least 50 Percent of the Work Day on Personnel-Related Functions, and Ratios of "Administrative/Professional Personnel Staff" and "All Personnel Staff" Per 100 District Employees

	Administrators/ Supervisors	Other Profs.	Support Staff	Prof. Per 100 Staff	All Per 100 Staff
All nonsuperintendents	1	0	3	0.2	0.5
Nonsuperintendents spending 50% of day or more	2	0	3	0.2	0.5
Enrollment Groups					
25,000 or more	5	1	13	0.1	0.4
10,000 to 24,999	2	0	4	0.2	0.5
2,500 to 9,999	1	0	1	0.2	0.5

Respondents were asked to provide the figure allocated to operation of the personnel office. Using this and the total operating budget figure, a percent of budget devoted to the personnel function was generated. In all categories of respondents that were likely to actually have a separate budget category for personnel, the median percent of the budget devoted to the function was 0.4 percent. (See Table 7.)

In general, responding superintendents reported that no specific allocation was made to the personnel function, and so no corresponding figures could be calculated for either the superintendent group or the two smallest enrollment groups, which were made up primarily of superintendents.

Table 7. – Median Percent of School District Operating Budgets Allocated to Operations of the Personnel Office

	Percent
All nonsuperintendents	0.4
50% of day or more	0.4
Enrollment Groups	
25,000 or more	0.4
10,000 to 24,999	0.4
25,500 to 9,999	0.4

Table 8. — Percentage of Respondents by Type of School District or Agency

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
K-12	81.3	75.7	60.6	98.4	91.8	90.1	85.5	57.1	83.7	76.6	84.9	82.5	79.3
ELEMENTARY	3.7	4.5	14.0	0.8	5.3	5.2	11.0	39.0	3.5	4.7	2.5	5.0	3.1
SECONDARY	3.0	2.6	2.4	0.8	2.9	4.7	3.5	2.6	3.3	2.3	2.5	4.4	2.6
COUNTY OFFICE OF EDUCATION	3.4	3.5	13.7	. . .	. . .	. . .	. . .	. . .	3.0	4.1	2.5	1.3	4.8
REGIONAL SERVICE AGENCY	7.8	13.1	8.2	. . .	. . .	. . .	. . .	. . .	6.0	11.1	6.9	6.9	8.8
NO RESPONSE	0.7	0.7	1.0	. . .	. . .	. . .	. . .	1.3	0.5	1.2	0.6	. . .	1.3
TOTAL	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 9. — Type of Community in Which School Districts or Agencies of Respondents Are Located

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	DISTRICT SIZE 10,000 TO 24,999	DISTRICT SIZE 2,500 TO 9,999	DISTRICT SIZE 300 TO 2,499	DISTRICT SIZE LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS LESS THAN FIVE	YEARS IN PERSONNEL FIVE TO NINE	YEARS IN PERSONNEL TEN OR MORE
URBAN	25.4	22.8	2.4	51.2	23.7	13.1	5.8	1.3	27.7	22.2	22.6	23.1	30.0
SUBURBAN	28.1	27.0	6.5	19.2	36.7	34.6	11.0	1.3	27.4	28.7	30.8	26.9	28.6
SMALL TOWN	10.0	11.3	16.8	0.8	10.2	18.3	22.1	11.7	10.1	10.5	10.7	12.5	7.0
RURAL	10.0	13.6	63.4	0.8	4.9	13.6	54.7	84.4	9.0	11.1	5.0	12.5	11.0
MIXED	24.6	22.9	9.6	26.4	23.7	19.9	6.4	1.3	24.2	25.1	27.0	23.8	22.0
NO RESPONSE	2.0	2.4	1.4	1.6	0.8	0.5	. . .	. . .	1.6	2.3	3.8	1.3	1.3
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Comparison with the Private Sector

A primary concern of personnel administrators in the public schools is the limited resources devoted to personnel – too little money and too few staff people to do the job that is required. This study provided much-needed and previously unavailable data with which to make some comparisons of the public school personnel function with the private sector. These data are compared below with information from a Bureau of National Affairs (BNA) study of the personnel/ human resources department.[4]

When compared on the percent of budget allocated to support the personnel function, the school district figures are low. In the BNA study, a median figure of 1.1 percent is reported for all companies. This is further subdivided by type of industry into manufacturing 2.0 percent, non-manufacturing 1.0 percent, and non-business (which includes education, government, and health care) 1.0 percent. These figures compare to the 0.4 percent reported by school district personnel officials.

Another comparison of education vs. industries in general involves the dollars allocated per employee to the personnel function. BNA reports a median figure for all industries of $863, again with some differentiation among industry types. The per employee figure is $972 for manufacturing industries, $980 for non-manufacturing industries, and $513 for non-business industries. These figures compare to a median figure of $212 per staff member in those school districts with a budget allocated specifically to personnel (all nonsuperintendent respondents).

Finally, the BNA report includes a ratio of managerial/professional personnel staff to all district staff that can be compared to that calculated for the respondents' districts. The median reported by BNA for all industries is 0.7 personnel staff to 100 total staff, with components of 0.7 for manufacturing industries, 0.7 for non-manufacturing firms, and 0.6 for non-business entities. In contrast, the corresponding figure for school districts as reported by the nonsuperintendents group is 0.2.

Professional and Personal Characteristics of the Personnel Officer

As was mentioned in the beginning of this report, this study of the personnel function in public schools had a dual purpose – first, to collect information about the function and second, to collect data about the personnel officer. Questions in this second area focused on both professional and personal characteristics of the respondents, with the result a profile of the person fulfilling responsibilities for the personnel function in public schools today.

Characteristics of the Position

Just over one-fourth of the respondents to this survey were either directors/managers of personnel and/or human resources (25.5 percent). Another one-fourth (28.7 percent) were superintendents in smaller districts, and so were directly respon- sible for the personnel function. The remaining position titles include: assistant/associate superintendent (31.9 percent); administrator or business executive (4.1 percent); director (not personnel) (6.0 percent); and administrative assistant/office manager/business manager (7.1 percent). (NOTE: These percentages were calculated from the entire data set of respondents and therefore do not appear in the table.)

When asked about the percentage of their work day spent on personnel-related activities, 39.4 percent of the nonsuperintendents reported spending 100 percent of their work day, and another 34.4 percent from 75 to 99 percent of their work day, on personnel-related responsibilities. These figures contrasted with those for the superintendents, 58.2 percent of whom reported spending less than half of their day on personnel. (See Table 12, page 33.)

Median percents were also calculated for several of the groups and are shown in Table 10. The median figure was 90 percent for nonsuperintendents and 40 percent for superintendents.

There was also some variation within the three largest enrollment groups, those in which someone other than the superintendent had direct responsibility for personnel. While the median figure for the two largest groups was 100 percent, this dropped to 80 percent for those in the 2,500 to 9,999 enrollment group. It is in this group that the administrators with responsibilities for multiple areas are most likely to work, a situation reflected in the decrease in time spent on personnel.

Table 10. – Median "Percent of Day Spent on Personnel-Related Functions"

	Percent
Nonsuperintendents	90
Superintendents	40
Enrollment Groups	
25,000 or more	100
10,000 to 24,999	100
2,500 to 9,999	80

Table 11. — Position Titles of Respondents

	PERS. MORE THAN 50%	.JOB NOT SUPT	TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL LESS THAN FIVE	PERSONNEL FIVE TO NINE	PERSONNEL TEN OR MORE
DIRECTOR OF PERSONNEL/HUMAN RESOURCES	42.1	36.2	. . .	37.9	42.7	31.9	2.3	. . .	39.8	47.4	44.0	47.5	36.6
ASSOCIATE/ASSISTANT SUPERINTENDENT)	44.9	45.3	. . .	54.0	48.1	45.2	12.2	. . .	48.8	35.7	42.8	40.0	51.1
DIRECTOR (NOT PERSONNEL)	5.3	8.5	. . .	5.6	2.5	2.7	3.5	1.3	5.4	5.8	5.7	4.4	6.2
SUPERINTENDENT	. . .	. . .	100.0	. . .	. . .	12.8	76.7	89.3	. . .	. . .	. . .	. . .	. . .
ADMINISTRATIVE ASSISTANT/ OFFICE MANAGER/BUSINESS MANAGER	7.7	10.1	. . .	2.4	6.6	7.4	5.2	9.3	6.0	11.1	7.5	8.1	6.2
TOTAL IN COLUMN	561	716	292	124	241	188	172	75	367	171	159	160	227

Table 12. — Percentage of Respondents' Work Days Spent on Personnel Functions

	PERS. MORE THAN 50%	.JOB NOT SUPT	TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL LESS THAN FIVE	PERSONNEL FIVE TO NINE	PERSONNEL TEN OR MORE
LESS THAN 25%	. . .	4.3	21.1	. . .	0.8	2.8	14.1	27.5	. . .	. . .	. . .	. . .	. . .
25% TO 49%	. . .	7.2	37.1	1.6	2.1	8.9	33.3	42.0	. . .	. . .	. . .	. . .	. . .
50% TO 74%	8.4	14.8	39.8	. . .	7.1	28.3	46.8	29.0	9.5	5.3	5.0	10.6	8.8
75% TO 99%	42.7	34.4	2.0	36.1	35.6	38.3	5.1	. . .	43.8	39.2	47.8	40.6	41.0
100%	48.9	39.4	. . .	62.3	54.4	21.7	0.6	1.4	46.7	55.6	47.2	48.8	50.2
TOTAL IN COLUMN	562	698	256	122	239	180	156	69	368	171	159	160	227

As shown in Table 13, the average contract year for responding personnel officials included 241 days, with 61.9 percent reporting 240 or more days annually. Number of days ranged from 180 to 260. The average number of days varied slightly by district enrollment size, with the mean for the largest districts 243 days ranging down to 237 days for the superintendents in the smallest enrollment group.

On average, personnel administrators reported spending nine hours a day on school-related matters, with this average number of hours constant through all the subgroups. Only 14.6 percent report spending less than eight hours, while 16.8 percent spend over 10 hours each day. (See Table 14.)

The average contract salary (school year 1991-92 requested) for responding personnel administrators (more than 50 percent of each day) was $65,372, with 24.4 percent of the respondents making $75,000 or more, and 20.2 percent making less than $55,000.

As a group, respondents with more experience in the personnel administratorship were paid more than those with less experience (10 or mor years – $68,518; five to nine years – $64,477; less than five years – $63,108. These data are shown in Table 15.

Table 13. — Number of Days Included in Contract Years of Respondents

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME SEX MALE	SEX FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
LESS THAN 200	2.6	2.4	0.8	1.7	2.2	2.7	1.3	3.0	2.0	3.8	3.4	2.0	1.8
200 TO 219	2.4	3.0	4.2	1.7	2.2	2.7	5.1	6.0	3.1	1.3	4.1	1.3	2.3
220 TO 239	33.1	33.1	26.6	28.3	37.1	33.5	32.3	31.3	34.6	30.6	33.1	36.0	29.9
240 OR MORE	61.9	61.6	68.4	68.3	58.6	61.0	61.4	59.7	60.3	64.3	59.5	60.7	66.1
TOTAL IN COLUMN	535	674	263	120	232	182	158	67	355	157	148	150	221
MEAN	241	241	242	243	240	241	240	237	241	241	239	242	244
RANGE--LOW	180	180	183	180	186	186	184	194	180	184	180	184	186
HIGH	260	260	260	260	260	260	260	260	260	260	260	260	260

Table 14. — Number of Hours Spent on Work-Related Matters by Respondents During a Typical Day

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	....SEX.... MALE	FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
LESS THAN 8 HOURS.....	14.6	13.3	6.3	8.8	12.5	12.6	5.8	9.5	15.4	11.2	17.1	13.6	12.8
ABOUT 8 HOURS.....	22.0	24.1	22.3	17.6	18.2	20.5	16.5	25.4	22.7	16.0	19.4	16.8	26.3
ABOUT 9 HOURS.....	17.9	18.0	18.5	16.5	18.2	18.5	23.0	15.9	18.7	18.4	15.5	21.6	17.9
ABOUT 10 HOURS.....	28.7	28.4	31.9	41.8	30.7	27.2	28.8	34.9	27.8	31.2	29.5	25.6	30.2
OVER 10 HOURS.....	16.8	16.3	21.0	15.4	20.3	21.2	25.9	14.3	15.4	23.2	18.6	22.4	12.8
TOTAL IN COLUMN	446	557	238	91	192	151	139	63	299	125	129	125	179
MEAN	9	9	9	9	9	9	9	9	9	9	9	9	9
RANGE--LOW	6	6	7	6	6	6	6	6	6	6	6	6	6
HIGH.	12	12	12	12	12	12	12	12	12	12	12	12	12

Table 15. — Annual Contract Salary Reported by Respondents

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	....SEX.... MALE	FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
LESS THAN $45,000.....	6.3	7.8	22.8	1.7	3.8	5.4	12.5	55.9	3.4	13.0	8.5	5.8	3.7
$45,000 TO $54,999.....	13.9	14.2	22.5	5.8	14.4	15.2	20.2	30.9	13.1	14.8	16.3	20.8	6.4
$55,000 TO $64,999.....	26.2	27.1	26.2	23.3	24.2	30.4	26.2	8.8	25.7	27.2	29.4	18.2	29.4
$65,000 TO $74,999.....	29.2	27.7	15.0	32.5	30.9	25.0	23.8	2.9	32.1	22.2	26.8	33.1	29.4
$75,000 OR MORE.....	24.4	23.2	13.5	36.7	26.7	23.9	17.3	1.5	25.7	22.8	19.0	22.1	31.2
TOTAL IN COLUMN	541	682	267	120	236	184	168	68	358	162	153	154	218
MEAN	65,372	64,546	57,198	71,438	66,694	65,264	61,365	44,207	66,808	62,328	63,108	64,477	68,518

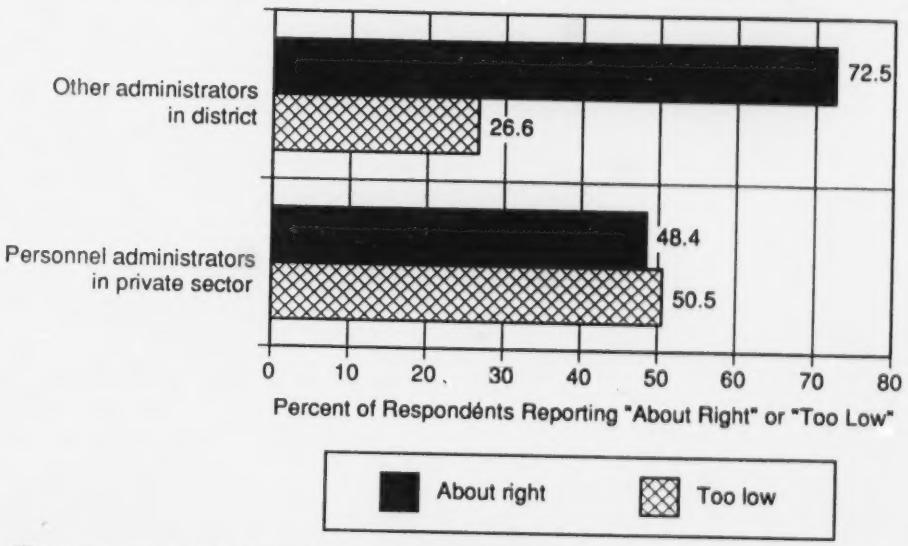
About three-fourths of the "more than 50 percent of each day" personnel administrators (72.5 percent) reported that their annual salaries were *about right* as compared to other administrators in their district; while about one-fourth (26.6 percent) believe they are being paid *too little*.

About half (50.5 percent) of the personnel administrators reported that their annual salaries were too low as compared with the salaries of personnel administrators in the private sector, while a similar number (48.4 percent) considered their present salaries to be *about right* from a comparative perspective.

Table 16. — Opinion of Respondents Concerning Their Salary Level in Comparison to Others in District and to Those in the Private Sector

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
OTHER ADMINISTRATORS IN YOUR DISTRICT:													
TOO LITTLE	26.6	25.5	28.8	17.6	25.2	25.5	20.7	35.8	25.6	28.6	28.9	24.4	25.7
ABOUT RIGHT	72.5	73.7	70.5	81.6	74.4	73.4	77.5	64.2	73.8	70.2	70.4	75.0	73.0
TOO MUCH	0.9	0.8	0.7	0.8	0.4	1.1	1.8	. . .	0.5	1.2	0.6	0.6	1.3
PERSONNEL ADMINISTRATORS IN THE PRIVATE SECTOR:													
TOO LITTLE	50.5	49.8	62.2	52.5	47.1	46.9	57.3	64.7	50.1	49.4	59.2	47.9	46.9
ABOUT RIGHT	48.4	49.1	36.7	47.5	52.0	50.0	41.3	33.8	48.1	50.6	40.1	49.3	52.6
TOO MUCH	1.2	1.1	1.2	. . .	0.9	3.1	1.3	1.5	1.8	. . .	0.7	2.7	0.5
TOTAL IN COLUMN	559	710	286	125	242	189	170	73	367	170	159	158	226

Figure 6. — Opinion of Respondents* Concerning Their Salary Level in Comparison to Others in District and to Those in the Private Sector



*Respondents spending 50% or more of each day on personnel functions

Satisfaction of the Personnel Officials with Their Careers

General career satisfaction was rated highly by both superintendents and other administrators responsible for the personnel function. The majority of both superintendents (51.0 percent) and other administrators (56.7 percent) rated their general career satisfaction as *excellent*, with a slightly higher percent (57.7 percent) of administrators spending more than half of their day on personnel classifying it as excellent. The *good* ratings given by each of these three groups were 43.5, 39.1, and 38.3 percent respectively.

Of the factors related to career satisfaction, *interaction with central office staff* was rated as *excellent* by the highest percentages of the three groups of respondents. Personnel administrators (those spending more than half the day on personnel) rated this most favorably with 67.1 percent giving an *excellent* rating, while 62.7 percent of the superintendents and 65.0 percent of the nonsuperintendent administrators shared this belief.

Other factors to which the highest percentages of personnel administrators (more than half of each day) gave *excellent* ratings were: *interaction with building level staff* — 49.1 percent, *working environment* — 44.1 percent, and *fringe benefits* — 43.4 percent.

While *appropriate recognition from the school board/administrators for quality of service* was the least likely aspect of the job to be rated excellent (24.2 percent for the personnel administrators and 24.3 percent for the superintendents), it was still rated as *poor* by less than one in 10 of each group (6.9 percent and 7.9 percent, respectively). These data are shown in Table 17 and Figure 7.

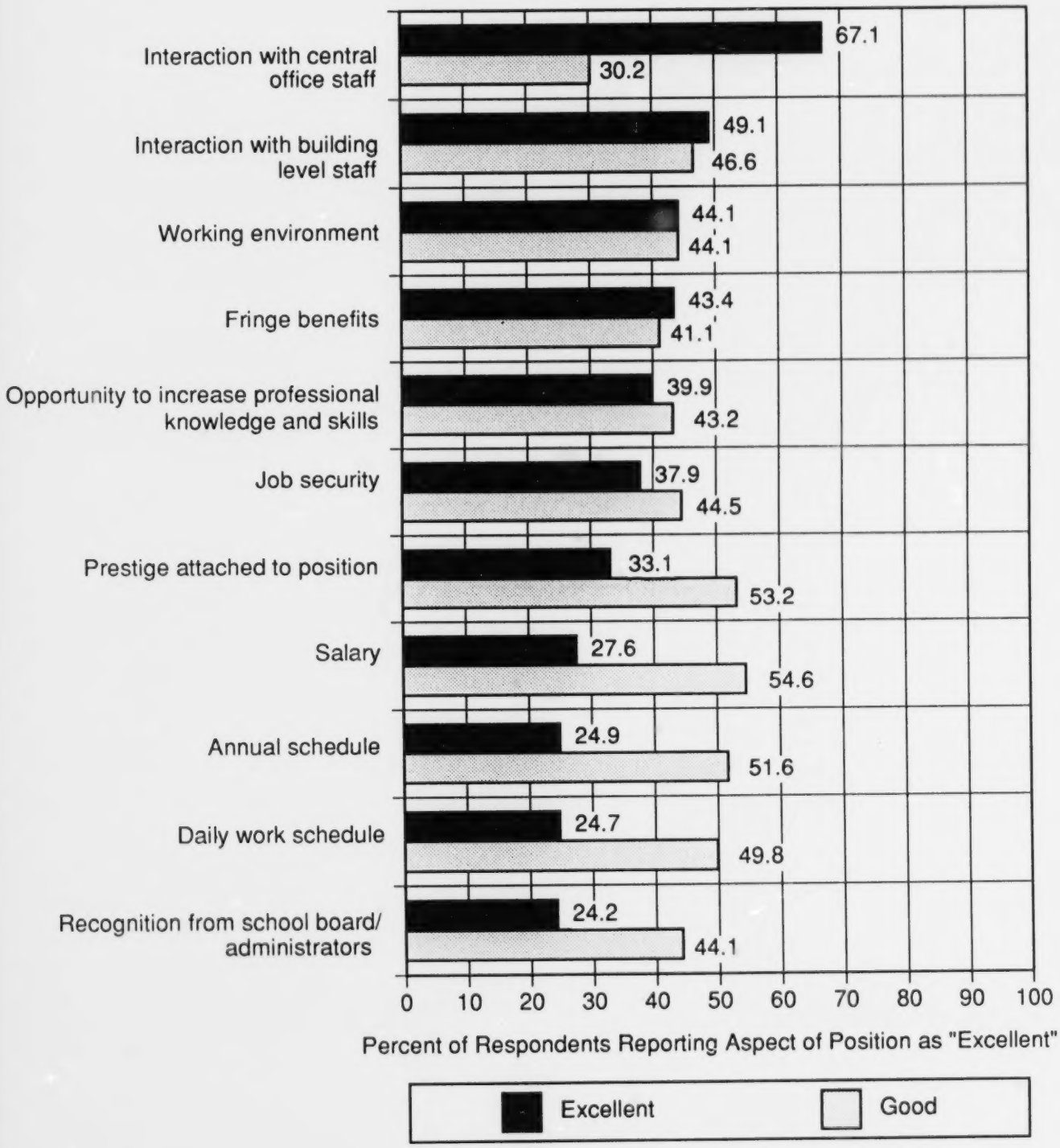
Table 17. — Rating of Current Positions and Related Factors by Respondents

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX.... MALE	SEX.... FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL: LESS THAN FIVE YEARS	FIVE TO NINE	TEN OR MORE
GENERAL CAREER SATISFACTION													
EXCELLENT	57.7	56.7	51.0	64.8	56.7	49.7	48.8	45.5	57.9	58.5	58.5	52.5	62.1
GOOD	38.3	39.1	43.5	29.6	39.6	44.0	46.5	46.8	37.0	39.2	37.1	43.8	33.9
FAIR	3.6	3.3	3.8	4.0	3.3	4.2	3.5	3.9	4.6	1.8	3.1	3.1	4.0
POOR	0.2	0.1	1.7	. . .	. . .	1.6	1.2	1.3	0.3	. . .	0.6	. . .	. . .
NO RESPONSE	0.4	0.7	. . .	1.6	0.4	0.5	. . .	2.6	0.3	0.6	0.6	0.6	. . .
INTERACTION WITH CENTRAL OFFICE STAFF													
EXCELLENT	67.1	65.0	62.7	64.8	65.3	62.3	66.3	62.3	66.8	68.4	69.8	62.5	70.5
GOOD	30.2	31.6	30.1	32.0	32.2	33.5	32.6	19.5	30.2	29.2	29.6	33.1	26.4
FAIR	2.3	2.2	2.1	3.2	2.0	3.7	1.2	. . .	2.7	1.8	0.6	3.8	2.6
POOR	0.2	0.3	. . .	. . .	. . .	. . .	. . .	. . .	0.3	. . .	. . .	. . .	0.4
NO RESPONSE	0.2	1.0	5.1	. . .	0.4	0.5	. . .	18.2	. . .	0.6	. . .	0.6	. . .
INTERACTION WITH BUILDING LEVEL STAFF													
EXCELLENT	49.1	46.6	45.5	52.0	47.8	46.1	47.1	50.6	47.0	55.6	49.7	45.0	53.3
GOOD	46.6	47.8	48.6	46.4	47.8	48.2	48.8	44.2	49.2	40.4	45.3	50.0	43.6
FAIR	3.4	3.8	3.8	1.6	4.1	5.2	3.5	. . .	3.3	2.9	3.8	3.8	2.6
POOR	. . .	0.3	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
NO RESPONSE	0.9	1.5	2.1	. . .	0.4	0.5	0.6	5.2	0.5	1.2	1.3	1.3	0.4
WORKING ENVIRONMENT													
EXCELLENT	44.1	42.8	38.4	40.8	46.5	35.1	36.6	40.3	45.9	39.8	44.0	35.0	51.5
GOOD	44.1	45.3	53.8	44.8	40.8	53.4	57.0	48.1	43.8	46.2	46.5	47.5	38.3
FAIR	9.8	9.7	6.5	10.4	11.4	8.9	4.7	10.4	8.2	12.3	7.5	15.0	8.4
POOR	1.8	1.5	1.4	4.0	0.8	1.6	1.7	. . .	1.9	1.8	1.9	1.9	1.8
NO RESPONSE	0.2	0.6	. . .	. . .	0.4	1.0	. . .	1.3	0.3	. . .	. . .	0.6	. . .

Table 17. — Continued

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	....SEX.... MALE	FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
FRINGE BENEFITS													
EXCELLENT	43.4	40.6	18.8	44.8	43.3	34.0	19.8	19.5	39.1	54.4	39.6	42.5	47.6
GOOD	41.1	43.5	49.7	42.4	41.6	48.7	45.3	44.2	42.9	35.1	48.4	39.4	37.4
FAIR	12.5	12.5	22.3	8.0	11.8	15.7	26.2	20.8	13.6	9.9	9.4	14.4	12.3
POOR	2.7	2.8	9.2	4.0	2.4	1.0	8.7	14.3	3.8	0.6	1.9	3.1	2.6
NO RESPONSE	0.4	0.6	. . .	0.8	0.8	0.5	. . .	1.3	0.5	. . .	0.6	0.6	. . .
OPPORTUNITY TO INCREASE PROFESSIONAL KNOWLEDGE/SKILLS													
EXCELLENT	39.9	40.1	39.4	36.0	40.4	39.8	36.0	35.1	39.7	40.9	45.9	32.5	40.5
GOOD	43.2	43.1	44.2	40.8	39.6	46.6	48.8	42.9	44.0	41.5	39.0	48.8	42.7
FAIR	14.1	13.5	9.9	19.2	16.3	9.4	8.7	15.6	13.6	14.6	13.2	15.0	13.7
POOR	2.0	1.9	2.7	2.4	2.0	2.6	3.5	2.6	1.9	2.3	0.6	2.5	2.6
NO RESPONSE	0.9	1.4	3.8	1.6	1.6	1.6	2.9	3.9	0.8	0.6	1.3	1.3	0.4
JOB SECURITY													
EXCELLENT	37.9	35.9	22.6	28.0	40.0	34.0	22.1	22.1	35.9	42.1	32.7	32.5	45.8
GOOD	44.5	47.0	47.6	51.2	45.3	45.0	53.5	45.5	45.9	42.7	51.6	46.9	37.9
FAIR	13.9	13.2	19.2	16.0	10.6	16.2	14.5	23.4	14.4	11.1	13.2	15.0	13.7
POOR	3.2	3.2	9.9	4.0	2.9	4.2	9.9	7.8	3.3	3.5	1.9	5.6	2.2
NO RESPONSE	0.5	0.7	0.7	0.8	1.2	0.5	. . .	1.3	0.5	0.6	0.6	. . .	0.4
PRESTIGE ATTACHED TO POSITION													
EXCELLENT	33.1	32.0	24.7	31.2	36.3	24.6	27.9	22.1	32.3	35.7	32.7	26.3	37.9
GOOD	53.2	53.4	58.9	56.0	50.6	59.7	57.6	54.5	53.5	51.5	54.7	57.5	50.2
FAIR	12.1	12.5	11.6	10.4	11.8	13.1	10.5	19.5	12.2	11.7	10.7	14.4	11.0
POOR	1.2	1.5	4.8	1.6	0.4	2.1	4.1	2.6	1.4	1.2	1.3	1.9	0.4
NO RESPONSE	0.4	0.6	. . .	0.8	0.8	0.5	. . .	1.3	0.5	. . .	0.6	. . .	0.4
SALARY													
EXCELLENT	27.6	26.7	13.7	32.0	28.6	24.6	16.9	11.7	26.9	29.2	19.5	30.0	32.6
GOOD	54.6	55.6	52.1	54.4	55.9	53.4	54.7	49.4	55.4	53.2	62.9	52.5	51.5
FAIR	14.8	14.7	26.4	11.2	12.7	17.8	22.1	31.2	14.4	15.2	15.7	13.8	13.2
POOR	2.7	2.4	7.9	2.4	2.0	3.7	6.4	6.5	3.0	2.3	1.3	3.8	2.6
NO RESPONSE	0.4	0.6	. . .	. . .	0.8	0.5	. . .	1.3	0.3	. . .	0.6	. . .	. . .
ANNUAL SCHEDULE													
EXCELLENT	24.9	24.1	21.9	19.2	20.8	23.0	18.6	23.4	24.7	25.1	20.1	23.1	29.1
GOOD	51.6	51.6	55.5	49.6	57.1	48.2	58.1	57.1	52.4	49.1	58.5	47.5	50.2
FAIR	18.3	19.2	18.2	24.0	18.4	22.5	19.2	13.0	18.2	18.7	15.1	23.8	16.7
POOR	3.6	3.3	3.4	4.0	3.3	3.7	3.5	3.9	2.4	6.4	6.3	2.5	2.2
NO RESPONSE	1.6	1.8	1.0	3.2	0.4	2.6	0.6	2.6	2.2	0.6	. . .	3.1	1.8
DAILY WORK SCHEDULE													
EXCELLENT	24.7	24.8	23.6	21.6	20.0	24.1	20.9	22.1	26.4	22.2	23.3	20.6	28.6
GOOD	49.8	49.5	55.5	44.8	52.2	50.3	56.4	59.7	49.5	48.5	49.7	51.9	48.5
FAIR	19.9	20.6	16.4	26.4	23.3	19.9	17.4	11.7	19.8	20.5	18.9	23.8	18.1
POOR	5.2	4.5	4.1	5.6	4.1	4.7	5.2	3.9	3.8	8.8	7.5	3.8	4.4
NO RESPONSE	0.4	0.7	0.3	1.6	0.4	1.0	. . .	2.6	0.5	. . .	0.6	. . .	0.4
RECOGNITION FROM SCHOOL BOARD/ ADMINISTRATORS													
EXCELLENT	24.2	24.8	24.3	26.4	21.2	19.4	29.7	27.3	23.1	28.1	27.7	18.8	25.6
GOOD	44.1	44.2	48.6	43.2	46.1	46.6	42.4	49.4	45.4	39.8	47.2	44.4	41.9
FAIR	24.2	23.5	18.2	24.0	23.3	25.7	20.9	11.7	25.0	22.8	20.1	26.9	25.1
POOR	6.9	6.7	7.9	6.4	8.2	7.3	7.0	10.4	6.5	7.6	3.1	10.0	7.5
NO RESPONSE	0.5	0.8	1.0	. . .	1.2	1.0	. . .	1.3	. . .	1.8	1.9	. . .	. . .
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Figure 7. – Percentage of Respondents* Describing an Aspect of the Position as "Excellent"



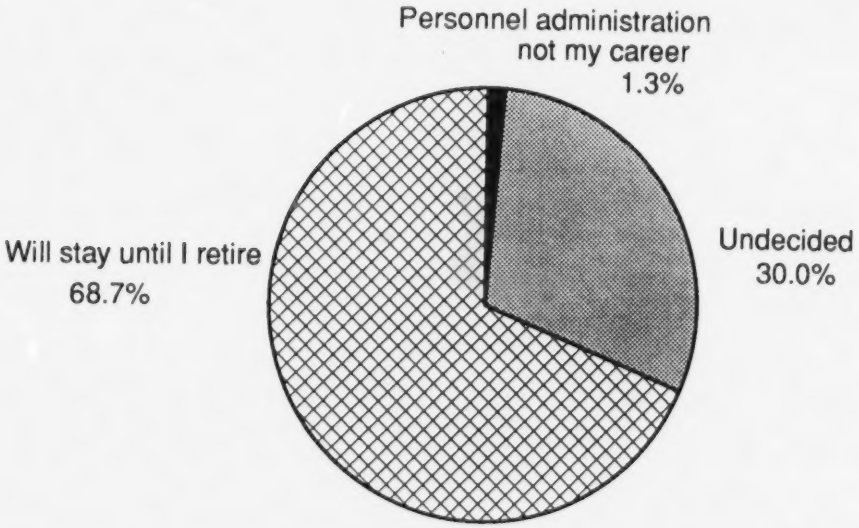
*Respondents spending 50% or more of each day on personnel functions

As shown in Figure 8 and Table 18, the personnel administratorship was seen as an ultimate career goal by two-thirds (68.7 percent) of the current personnel administrator respondents (those spending more than half of each day on personnel); an additional 30.0 percent were *undecided and considering other career opportunities.*

Only 1.3 percent of the responding personnel administrators indicated that personnel administration was *not my career.*

As the number of years a respondent had been in personnel increased, so did the likelihood that a desire to remain a personnel administrator until retirement was expressed. Among respondents who had been a personnel administrator for less than five years, 53.5 percent indicated they would remain in personnel administration until they retired. The figure was 61.4 percent for those who had been a personnel administrator for 5-9 years, and 84.0 percent for those in this role for 10 or more years.

Figure 8. — Career Plans of Respondents



NOTE: Respondents spending 50% or more of each day on personnel functions.

Table 18. — Career Plans of Respondents

	PERS. MORE THAN 50%	.JOB NOT SUPT	TITLE. SUPT	.....DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL ....SEX.... MALE	FEMALE	MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
SCHOOL DISTRICT PERSONNEL ADMINISTRATION MY CAREER; WILL STAY UNTIL I RETIRE.....	68.7	67.0	78.8	67.8	67.9	63.7	77.8	71.8	69.1	67.3	53.5	61.4	84.0
UNDECIDED; CONSIDERING OTHER OPPORTUNITIES.....	30.0	31.3	18.2	31.4	30.8	33.0	20.4	22.5	29.6	32.1	43.9	38.0	15.1
NOT MY CAREER.....	1.3	1.7	3.0	0.8	1.3	3.3	1.9	5.6	1.4	0.6	2.6	0.6	0.9
TOTAL IN COLUMN	553	700	264	121	240	182	162	71	362	168	155	158	225

Professional Characteristics

About seven of every ten personnel administrators (68.5 percent) had worked in the same district in a different position immediately prior to their current job. (See Table 19 and Figure 9 on page 42.) About one-fifth (18.3 percent) had worked in another district, although in the same state.

Only 3.7 percent of the personnel administrator respondents had come from a school district in another state, with another 9.1 percent indicating that their previous position was not with a school district.

As the number of years in personnel increased, the tendency for the previous position to have been in the same district decreased, from 79.2 percent for those in personnel for less than five years to 60.4 percent for those in the field 10 or more years.

The majority of the superintendents (61.0 percent) had worked in another district in the same state, while 21.6 percent had worked in the same district but in a different position just before assuming their current superintendencies.

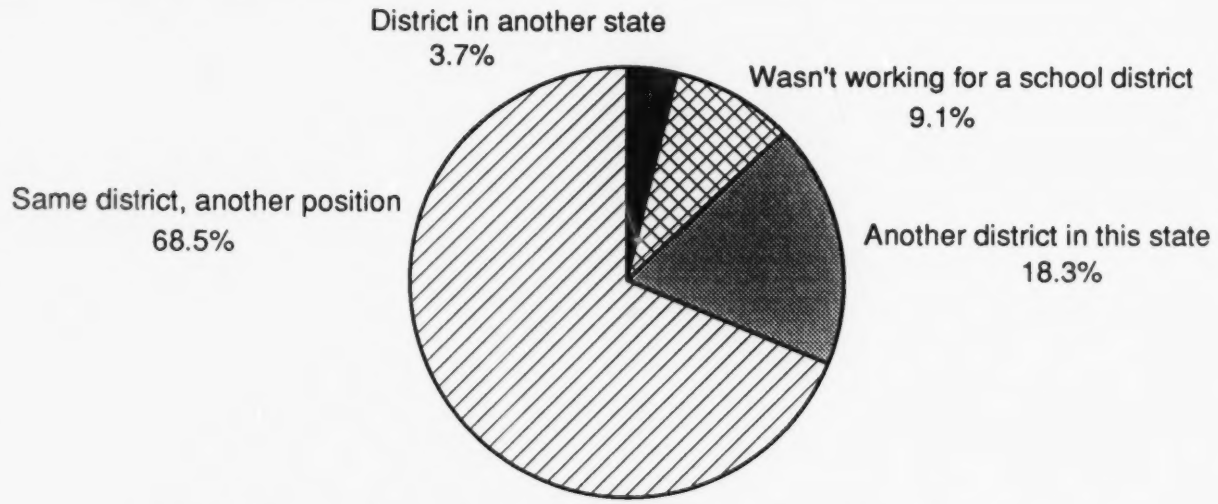
Almost half of the responding personnel administrators (48.7 percent) reported having a master's degree, 15.4 percent a six-year certificate, and an additional 26.6 percent a doctorate. (See Table 20 and Figure 10 on page 43.) Comparable figures for the superintendents were 45.1, 28.7, and 20.5 percent.

There was little variation among the three experience subgroups with regard to level of degrees held. Just over 90 percent of all three groups had a master's or above, although those in the five to nine years experience subgroup were slightly less likely to have a doctorate than those in the other two groups.

Table 19. — Location of Position Immediately Prior to Current Position

	PERS. MORE THAN 50%	.JOB TITLE. NOT SUPT	SUPT	.....DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	PERSONNEL MORE THAN 50% OF TIME ....SEX.... MALE	FEMALE	YEARS IN PERSONNEL LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
SAME DISTRICT, DIFFERENT POSITION.....	68.5	65.0	21.6	68.8	72.2	64.4	23.8	16.9	66.6	70.8	79.2	69.4	60.4
ANOTHER DISTRICT IN THIS STATE	18.3	20.9	61.0	15.2	17.1	22.5	57.0	61.0	19.6	16.4	8.2	20.0	24.2
DISTRICT IN ANOTHER STATE.....	3.7	3.5	8.9	3.2	2.9	5.8	9.9	7.8	3.5	4.1	3.1	2.5	5.3
WASN'T WORKING FOR A SCHOOL DISTRICT.....	9.1	10.2	7.9	11.2	7.8	6.3	8.7	13.0	9.8	8.8	9.4	8.1	9.3
NO RESPONSE.....	0.4	0.6	0.7	1.6	. . .	1.0	0.6	1.3	0.5	. . .	. . .	. . .	0.9
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Figure 9. — Location of Respondents' Previous Employment

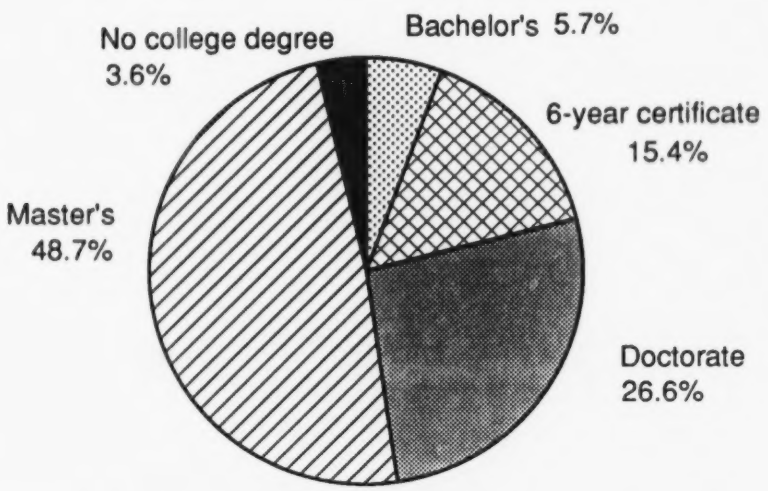


NOTE: Respondents spending 50% or more of each day on personnel functions.

Table 20. — Highest Academic Degree Held by Respondents

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	DISTRICT SIZE 10,000 TO 24,999	DISTRICT SIZE 2,500 TO 9,999	DISTRICT SIZE 300 TO 2,499	DISTRICT SIZE LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS LESS THAN FIVE	PERSONNEL MORE THAN 50% OF TIME YEARS FIVE TO NINE	PERSONNEL MORE THAN 50% OF TIME YEARS TEN OR MORE
NO COLLEGE DEGREE	3.6	4.6	. . .	. . .	0.8	2.1	2.4	5.3	. . .	11.2	1.9	3.2	3.6
BACHELOR'S DEGREE	5.7	6.2	5.8	7.3	2.5	4.7	4.7	2.6	6.0	5.3	6.9	5.7	4.9
MASTER'S DEGREE	48.7	46.9	45.1	41.1	52.1	49.5	41.2	55.3	51.5	47.3	46.5	54.1	48.0
6-YEAR CERTIFICATE	15.4	15.9	28.7	13.7	16.5	17.4	30.6	23.7	16.3	11.2	15.1	15.3	15.6
DOCTORATE	26.6	26.3	20.5	37.9	28.1	26.3	21.2	13.2	26.2	24.9	29.6	21.7	28.0
TOTAL IN COLUMN	557	710	293	124	242	190	170	76	367	169	159	157	225

Figure 10. — Highest Academic Degree Held by Respondents



NOTE: Respondents spending 50% or more of each day on personnel functions.

About three-fourths (74.6 percent) of the personnel administrators reported that they were members of a state administrator group.

The percentages of personnel administrators who held memberships in other education associations included 47.9 percent who were members of the AASPA and 20.1 percent who were members of AASA. Memberships reported for other groups included: ASBO – 5.9 percent; SHRM – 5.9 percent; IPMA – 2.8 percent. About two-fifths (39.9 percent) are members of associations other than those listed; and 3.7 percent were not members of any of the associations mentioned.

Personal Characteristics

Ages of the responding personnel officials ranged from 25 to 64, with an average age of 48 years. All three enrollment groups containing primarily personnel officials had an average age of 49 years. As the number of years in personnel increased, the average age increased slightly, from 46 to 51 years. (See Table 22.)

About two-thirds (65.5 percent) of the responding personnel administrators were male. There was a higher percentage of women among responding personnel administrators (30.4 percent) than among responding superintendents (11.0 percent). (See Table 23.)

As shown in Table 24 on page 46, the racial or ethnic group with which 82.9 percent of the personnel administrators identified themselves was white, with 8.7 percent black, 6.9 percent Hispanic, and 0.2 percent each Native American or Asian.

In contrast, a higher percentage of the superintendents (96.9 percent) identified themselves as white; and only 1.0 percent as black, 0.7 percent as Hispanic, and 0.3 percent each as Native American or Asian.

Table 21. — Professional Organizations In Which Respondents Reported Membership

	PERS. MORE THAN 50%	JOB TITLE. NOT SUPT	JOB TITLE. SUPT	DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX.... MALE	SEX.... FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
AASPA	47.9	41.2	2.7	64.8	48.6	31.9	2.9	1.3	44.8	54.4	43.4	50.6	51.1
AASA	20.1	22.1	54.1	17.6	19.6	33.5	54.1	36.4	19.0	20.5	22.0	18.8	20.3
ASBO	5.9	7.5	4.1	2.4	6.5	6.8	7.0	5.2	6.0	5.3	5.0	5.6	5.7
SHRM	5.9	4.6	. . .	9.6	4.5	2.6	. . .	. . .	5.4	7.6	5.7	8.1	4.8
IPMA	2.8	2.6	. . .	5.6	2.4	0.5	. . .	. . .	2.7	3.5	3.8	1.9	3.1
STATE ADMINISTRATOR GROUP	74.6	73.2	86.0	68.0	74.7	77.0	84.3	74.0	76.6	70.2	67.3	76.9	80.6
LOCAL ADMINISTRATOR GROUP	48.9	46.5	51.4	54.4	49.0	45.5	51.2	41.6	50.0	48.5	44.7	45.0	56.4
OTHER EDUCATION GROUP	39.9	40.1	43.2	37.6	42.4	41.4	37.8	42.9	39.4	41.5	39.0	44.4	37.9
NONE OF THESE	3.7	4.7	3.4	2.4	4.1	2.1	4.1	11.7	3.3	5.3	3.1	5.0	2.6
ALL RESPONDENTS	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 22. — Percentage of Respondents by Age Groupings

	PERS. MORE THAN 50%	.JOB TITLE. NOT SUPT	SUPT	.....DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	....SEX.... MALE	FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
LESS THAN 45	26.2	27.8	18.0	26.7	21.2	23.9	24.9	31.6	22.6	35.3	37.8	28.7	15.8
45 TO 49	26.0	24.9	28.0	19.2	29.9	29.3	24.3	31.6	26.7	24.0	30.1	27.4	21.8
50 TO 54	26.7	26.4	28.7	30.8	28.2	25.5	29.6	13.2	27.5	25.7	23.1	26.8	30.7
55 TO 59	16.8	16.4	17.6	20.8	16.2	14.4	18.3	13.2	18.5	13.2	8.3	15.3	24.9
60 OR OLDER	4.3	4.6	7.6	2.5	4.6	6.9	3.0	10.5	4.6	1.8	0.6	1.9	8.9
TOTAL IN COLUMN	554	702	289	120	241	188	169	76	367	167	156	157	225
MEAN	48	48	50	49	49	49	49	48	49	47	46	48	51
RANGE--LOW	25	25	32	30	35	25	27	32	25	30	25	30	33
HIGH	64	67	72	63	64	64	63	67	64	63	62	61	64

Table 23. — Percentage of Respondents by Gender

	PERS. MORE THAN 50%	.JOB TITLE. NOT SUPT	SUPT	.....DISTRICT SIZE..... 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	....SEX.... MALE	FEMALE	PERSONNEL MORE THAN 50% OF TIME IN PERSONNEL YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
MALE	65.5	65.1	82.2	65.6	67.8	72.3	86.0	77.9	100.0	. . .	66.0	55.6	74.0
FEMALE	30.4	30.0	11.0	32.8	27.3	21.5	9.9	13.0	. . .	100.0	31.4	40.0	21.6
NO RESPONSE	4.1	4.9	6.8	1.6	4.9	6.3	4.1	9.1	. . .	. . .	2.5	4.4	4.4
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Table 24. — Percentage of Respondents by Racial or Ethnic Group

	PERS. MORE THAN 50%	.JOB NOT SUPT	TITLE. SUPT	DISTRICT SIZE 25,000 OR MORE	10,000 TO 24,999	2,500 TO 9,999	300 TO 2,499	LESS THAN 300	SEX MALE	SEX FEMALE	PERSONNEL MORE THAN 50% OF TIME YEARS LESS THAN FIVE	FIVE TO NINE	TEN OR MORE
WHITE	82.9	85.3	96.9	66.4	85.7	92.1	94.8	98.7	83.2	82.5	81.1	81.3	85.0
BLACK	8.7	7.2	1.0	23.2	4.1	3.7	1.7	. . .	8.2	9.9	10.1	6.9	9.3
HISPANIC	6.9	5.6	0.7	7.2	9.0	3.1	1.2	. . .	7.3	7.0	6.9	9.4	5.3
NATIVE AMERICAN	0.2	0.1	0.3	. . .	. . .	0.5	. . .	. . .	. . .	0.6	. . .	0.6	. . .
ASIAN	0.2	0.4	0.3	0.8	0.4	. . .	0.6	. . .	0.3	. . .	0.6	. . .	. . .
OTHER	0.2	0.3	. . .	0.8	. . .	. . .	0.6	. . .	0.3	. . .	0.6	. . .	. . .
NO RESPONSE	0.9	1.1	0.7	1.6	0.8	0.5	1.2	1.3	0.8	. . .	0.6	1.9	0.4
TOTAL IN COLUMN	562	719	292	125	245	191	172	77	368	171	159	160	227

Summary

This report, *Public School Personnel Administration in the United States and Canada*, presents the results of a survey of personnel administrators and superintendents responsible for the personnel function in school districts and educational agencies in the two countries. Highlights are presented in this summary.

Description of the Study

A description of the sampling procedures used and the responses received is summarized below:

- Four groups of school districts and educational agencies were surveyed in this study: 1) superintendents in all Canadian school districts were asked to either complete the form (if personally responsible for the personnel function) or to forward it to the person responsible, with a similar mailing sent to 2) every county office of education and 3) every educational service agency.
- For regular school districts in the United States, surveys were sent to: all districts enrolling 10,000 or more students, one in five of the districts enrolling either less than 300 students or from 2,500 to 9,999 students, and one in 10 districts enrolling 300 to 2,499 students.
- A total of 1,028 personnel survey instruments were completed and returned to ERS for processing.
- The following subgroups of respondents were used for data analysis: 1) persons other than superintendents who reported spending more than half of each work day on personnel functions; 2) nonsuperintendents with responsibilities for personnel (includes the "more than 50 percent of each day" people plus others); 3) superintendents (primarily from smaller districts).
- All four district size subgroups included respondents from U.S. and Canadian school districts but not from county offices of education or regional service agencies, many of which do not enroll students. The data included in the smaller district subgroups are more likely to reflect responses from superintendents and those in the larger district subgroups data from nonsuperintendents.

Relationship of School District Size to the Presence of a Personnel Officer

An analysis of the enrollment data for the respondents' districts found that:

- Respondents from districts enrolling 3,900 or more students were likely to have personnel as a *primary* function.
- Nonsuperintendent respondents were likely to work in districts enrolling 2,800 or more students. This group included both people with personnel as a primary function and

those who worked in slightly smaller districts and supervised multiple areas such as instruction and personnel.

- Superintendent respondents were likely to work in districts enrolling fewer than 2,500 students; in these small school districts, the superintendent has direct authority for personnel.
- It is in the enrollment range of just under 2,500 to about 3,000 that decisions concerning whether to assign the personnel function to someone other than the superintendent are primarily made. A second range – up to about 3,900 – covers the district sizes in which decisions must be made as to whether to assign the personnel function to someone as a *primary* function.

Degree of Responsibility for Specific School District Functions

Respondents were provided with a list of 65 functions and asked to indicate whether the office in which they worked had *total*, *shared*, or *no responsibility* for each of the functions.

Total Responsibility

- Administrators spending more than 50 percent of their work days on personnel-related functions were likely to have *total* responsibility for *posting vacancies and placing advertisements regarding openings*, *maintaining personnel records*, *developing and maintaining a list of substitute teachers*, and *providing notification about contracts and salaries to employees*.
- In general, the superintendent respondents were less likely to report *total* responsibility for most of the functions. However, superintendents were more likely to indicate that they had *total* responsibility for *establishing school and office staff hiring guidelines* than the "more than half the day" people or the nonsuperintendents in general.

Shared Responsibility

- Responsibilities most likely to be reported by the "more than half of each day" people as *shared* included *participate in employee councils or advisory groups*, *interview support staff candidates*, *contract with nondistrict personnel for services*, *interview instructional and administrative staff candidates*, and *establish school/office staff hiring guidelines*.

Newly Assigned Functions

Using the same list of functions presented previously, the respondents were asked which of these functions had been newly assigned to them within the previous two years.

- *Develop job descriptions* and *develop affirmative action guidelines for supervisors* were the two functions most likely to have been newly assigned within the past two years to respondents in the "more than half of each day" subgroup.
- *Coordinate employee assistance programs (EAP's)* and *develop/implement employee wellness programs* were the next most likely to have been newly assigned.

Factors Affecting Efficient Operation of the Personnel Function

The following item was included on the survey instrument: *How would you characterize the*

impact each of the following factors has on preventing your personnel office from operating as efficiently as you think is needed? Respondents rated each of the factors as having *major*, *minor*, or *little or no* impact.

Major Negative Impact

- Responding personnel administrators reported that a factor having a *major* impact on preventing personnel offices from operating efficiently was *too little time for planning and developing new programs*, with more than 7 in 10 characterizing it as having a *major* negative impact and less than one in 20 characterizing it as having *little or no* negative impact. Superintendents also ranked this factor first, with 56.5 percent of them citing it as having major impact.
- Factors ranked second and third as having a *major* impact were *number of personnel staff for number of responsibilities assigned* and *perception of overstaffing makes justification of additional positions difficult*.
- 63.2 percent of the respondents from districts enrolling 25,000 or more students stated that the *perception of overstaffing* in the personnel office had a *major* impact as compared with 48.7 percent of the respondents from districts enrolling 2,500 to 9,999 students, 37.8 percent in districts enrolling 300 to 2,499 students, and 18.2 percent in the smallest districts.
- *Too much paperwork due to federal and state mandates* was more likely to be classified as a *major* problem by the smaller districts (59.7 percent of those from districts enrolling fewer than 300 students, as compared to 33.6 percent of those from districts enrolling 25,000 or more pupils).

Little or No Negative Impact

- The responding superintendents and personnel administrators agreed that *assignment of nontrained staff to the personnel office* had *little or no* impact on the efficient operation of the office.

Profile of the School Districts and Personnel-Related Operations

The survey included items about both the school district and, more specifically, its personnel-related operations.

Profile of the School Districts and Agencies of Respondents

- Most of the respondents worked in school districts that included both "elementary and secondary" grades.
- Larger districts were reported to allocate a higher percentage of their operating budgets to staff compensation than the small, primarily rural, districts.

Staff Personnel Function in the Responding Districts and Agencies

- Within the group of all nonsuperintendents, respondents reported median figures of 1 administrator or supervisor, 0 other professionals, and 3 support staff people spending more than half of each day on personnel functions.
- Districts enrolling 25,000 or more students reported a median figure of 5 administrators or supervisors, 1 other professional, and 13 support staff people. For the 10,000 to 24,999 group, these figures were 2, 0, and 4; and for the 2,500 to 9,999 group, 1, 0, and 1 staff person.

- Two ratios were computed – number of personnel administrators, supervisors, or other professionals per 100 district employees, and number of all staff (including support staff) performing responsibilities related to the personnel function per 100 district employees. The nonsuperintendents group reported ratios of 0.2 and 0.5, and the people "spending more than 50 percent of each day" on personnel reported ratios of 0.2 and 0.5 respectively.
- These figures also varied among the three largest enrollment groups. The numbers of personnel administrators/other professionals per 100 district employees were: 0.1 in the largest enrollment group (25,000 or more students), 0.2 in the 10,000 to 24,999 enrollment group, and 0.2 in the 2,500 to 9,999 enrollment group.
- The corresponding enrollment group ratios for *all* personnel staff to all district employees were 0.4, 0.5, and 0.5. As the districts increased in size, the tendency was for the size of the personnel staff to increase, but not in proportion to the increase in the district staff as a whole.
- In general, responding superintendents (the two smallest enrollment groups) reported that no specific budgetary allocation was made to the personnel function.
- The median ratios of "personnel budget to all operating funds" were 0.4 percent for all three of the larger enrollment group categories.

Comparison with the Private Sector

- A Bureau of National Affairs study reported that for *all* companies the median percent of total budget allocated to the personnel function was 1.1 percent, with medians also provided by type of industry: manufacturing 2.0 percent; non-manufacturing 1.0 percent; and non-business (which includes education, government, and health care) 1.0 percent. These figures compare to the 0.4 percent reported by school district respondents.
- BNA reports the median personnel budget dollar per employee figure for all industries to be $863: $972 for manufacturing industries, $980 for non-manufacturing industries, and $513 for non-business industries. The comparable figure is $212 per staff member in those school districts with a budget allocated specifically to personnel.
- The median number of "managerial and/or professional staff assigned to personnel functions" per 100 employees reported by BNA for all industries is 0.7, with components of 0.7 for manufacturing industries, 0.7 for non-manufacturing firms, and 0.6 for non-business entities. In contrast, the corresponding figure reported by the nonsuperintendent subgroup for school districts is 0.2.

Professional and Personal Characteristics of the Personnel Officer

Respondents were asked to provide information about their positions, as well as about their own professional and personal characteristics.

Characteristics of the Position

- Just over one-fourth of the respondents to this survey were either directors/managers of personnel and/or human resources, and one-fourth were superintendents in smaller

districts. The remaining position titles included: assistant or associate superintendent; administrator or business executive; director (not personnel); and administrative assistant/office manager/business manager.

- 39.4 percent of the nonsuperintendents reported spending 100 percent of their work day, and another 34.4 percent from 75 to 99 percent of their work day, on personnel-related responsibilities.
- The average contract year for responding personnel officials was 241 days, with 61.9 percent reporting a contract of 240 or more days annually.
- On average, personnel administrators reported spending nine hours a day on school-related matters, with this average number of hours constant through all the subgroups.
- About three-fourths of the "more than 50 percent of each day" personnel administrators reported that their annual salaries were *about right* as compared to other administrators in their district; while about one-fourth believed they were being paid *too little*.
- About half of the personnel administrators reported that their annual salaries were *too low* as compared with the salaries of *personnel administrators in the private sector*, while a similar number (48.4 percent) considered their present salaries to be *about right* from a comparative perspective.

Satisfaction of the Personnel Officials with Their Careers

- *General career satisfaction* was rated highly by both superintendents and personnel administrators.
- Of the factors related to career satisfaction, *interaction with central office staff* ranked highest.
- Other factors ranked high were: *interaction with building level staff, working environment*, and *fringe benefits*.
- While *appropriate recognition from the school board/administrators for quality of service* was the least likely aspect of the job to be rated excellent, it was still rated as *poor* by less than one in 10 of the respondents.
- The personnel administratorship was seen as an ultimate career goal by two-thirds of those spending more than half of each day on personnel, with an additional 30.0 percent *undecided and considering other career opportunities*, and only 1.3 percent indicating that personnel administration was *not my career*.
- As the number of years a respondent had been in personnel increased, so did the likelihood that they expressed a desire to remain a personnel administrator until retirement.

Professional Characteristics

- About seven of every ten personnel administrators had worked in the same district in a different position prior to their current job, while about another one-fifth had worked in another district in the same state.
- As the number of years in personnel increased, the tendency for the respondent's previous position to have been in the same district decreased (less than five years – 79.2 percent; 10 or more years – 60.4 percent).
- Almost half of the personnel administrators (48.7 percent) reported having a master's degree, 15.4 percent a six-year certificate, and 26.6 percent a doctorate. Comparable

figures for the superintendents' group were 45.1, 28.7, and 20.5 percent respectively.

- There was little variation among the three "number of years experience in personnel" subgroups with regard to degrees held.

Personal Characteristics

- Ages of the personnel officials ranged from 25 to 64, with an average age of 48 years.
- About two-thirds (65.5 percent) of the personnel administrators were male.
- There was a higher percentage of women among responding personnel administrators (30.4 percent) than among superintendents (11.0 percent).
- The racial or ethnic group with which four out of five (82.9 percent) of the personnel administrators identified themselves was white, with 8.7 percent black, 6.9 percent Hispanic, and less than 0.2 percent each Native American or Asian.

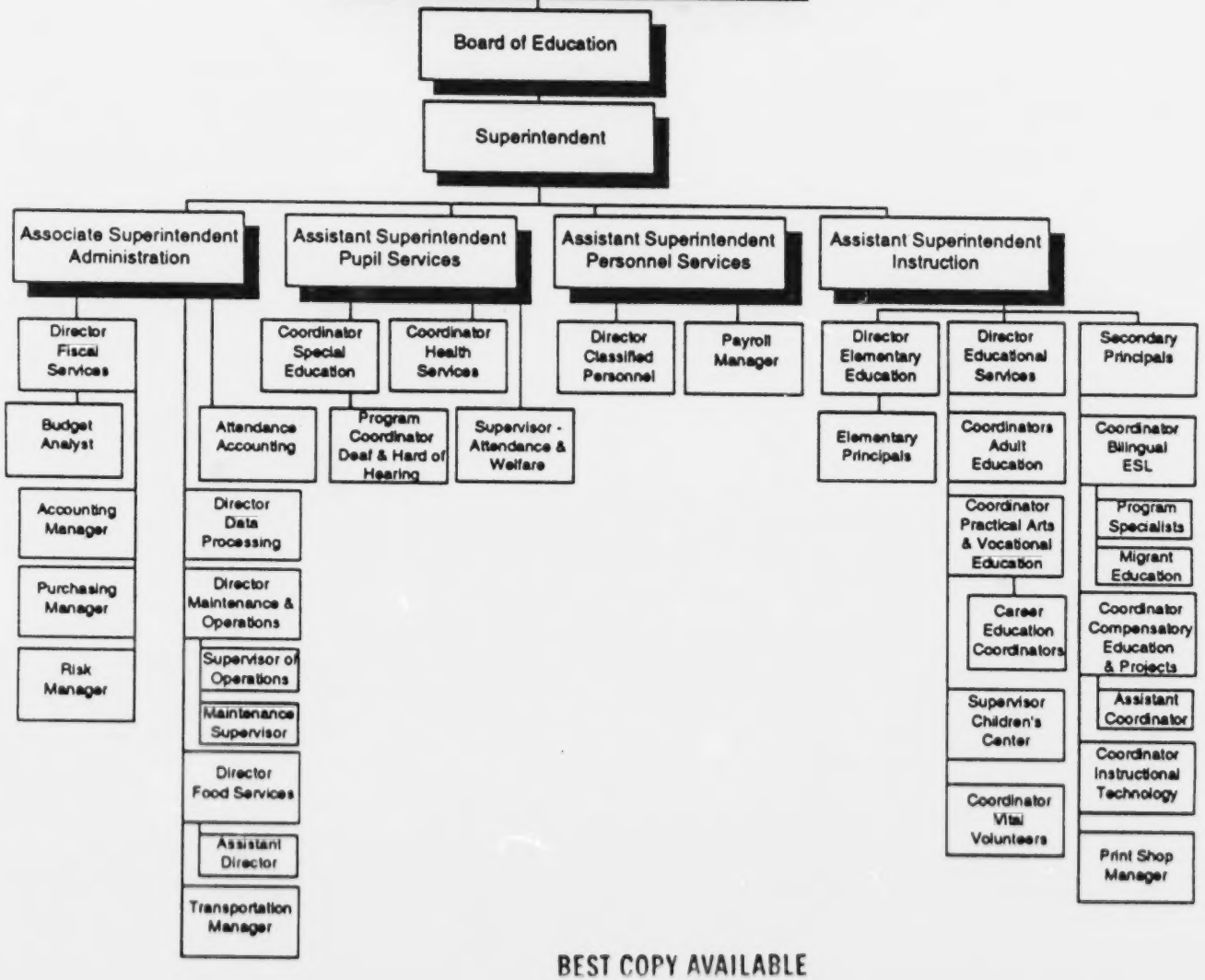
SCHOOL DISTRICT ORGANIZATION CHARTS

The organization charts reproduced on the following pages were provided by respondents to the School District Personnel Function Study. They represent primarily the larger districts since only those charts making specific reference to a personnel or human resources office or administrator were selected. Charts are included from all four types of respondents: U.S. school districts, Canadian school districts, U. S. county offices of education, and U. S. regional service agencies.

An effort was also made to include a variety of organizational structures. The inclusion of an organization chart does not imply approval or endorsement by ERS, AASPA, or other ERS sponsoring agencies.

Alhambra School District Administrative Organization

Alhambra School District
Alhambra, California
Approximate Enrollment: 20,000 students



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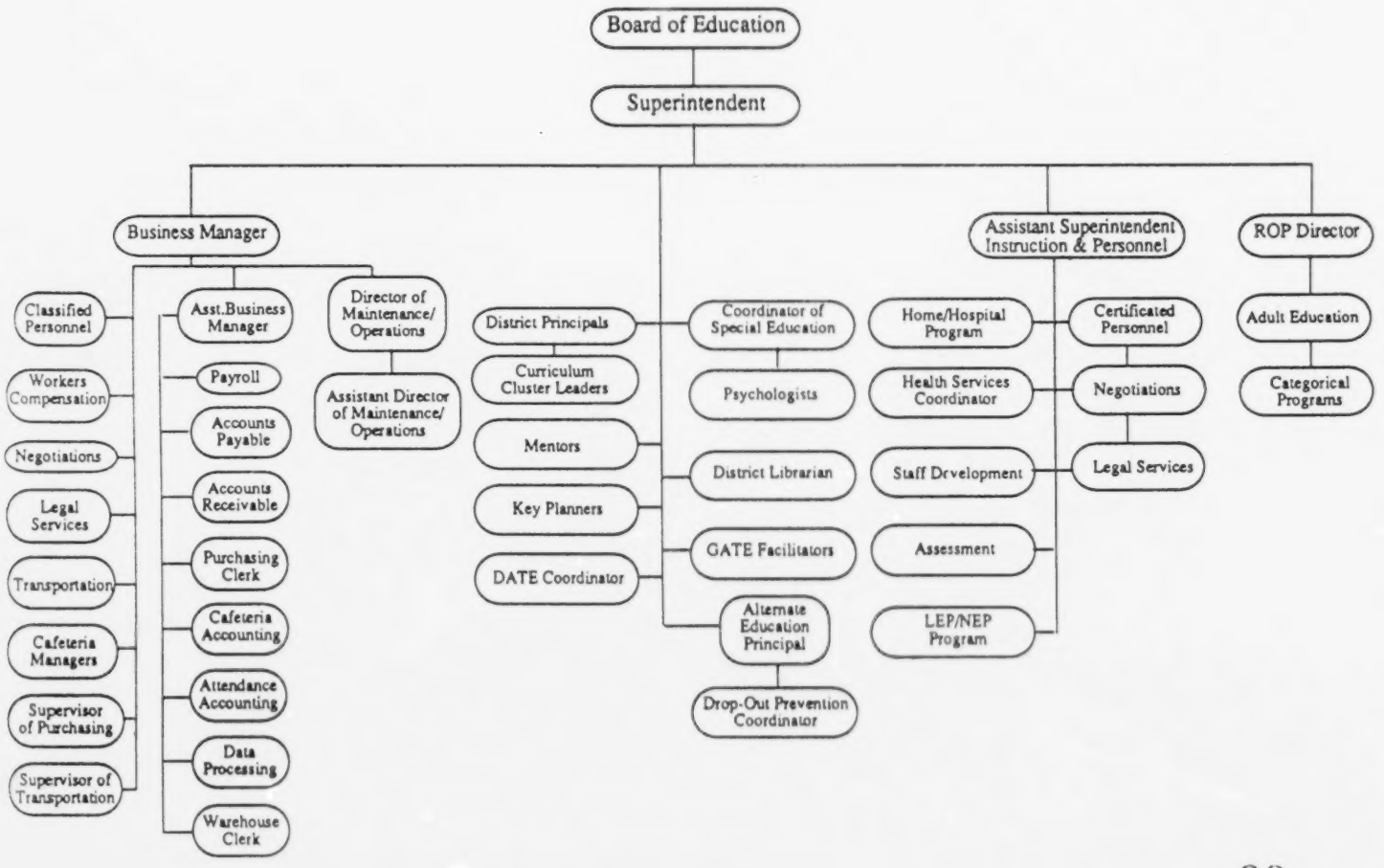
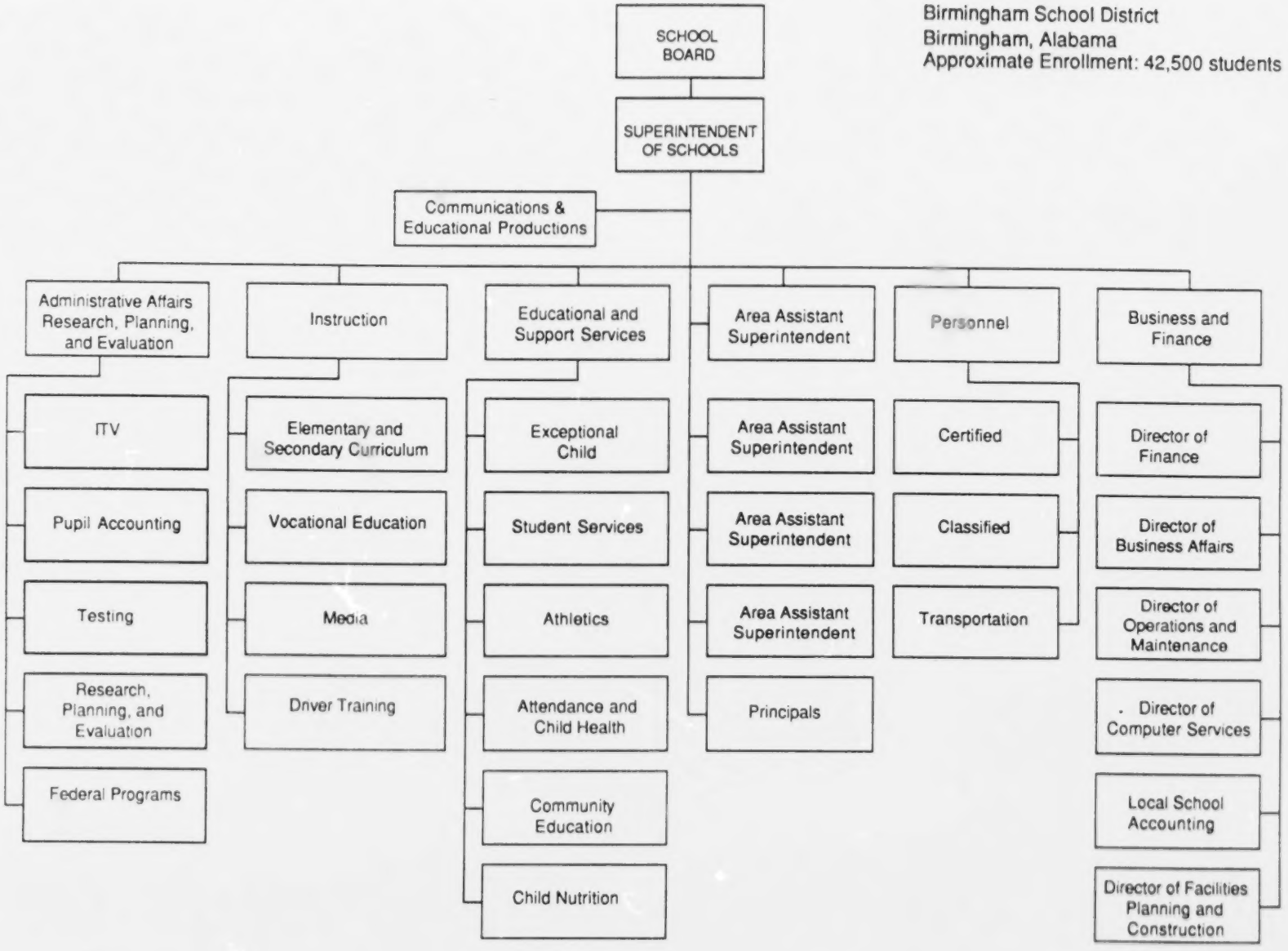
ATASCADERO UNIFIED SCHOOL DISTRICT

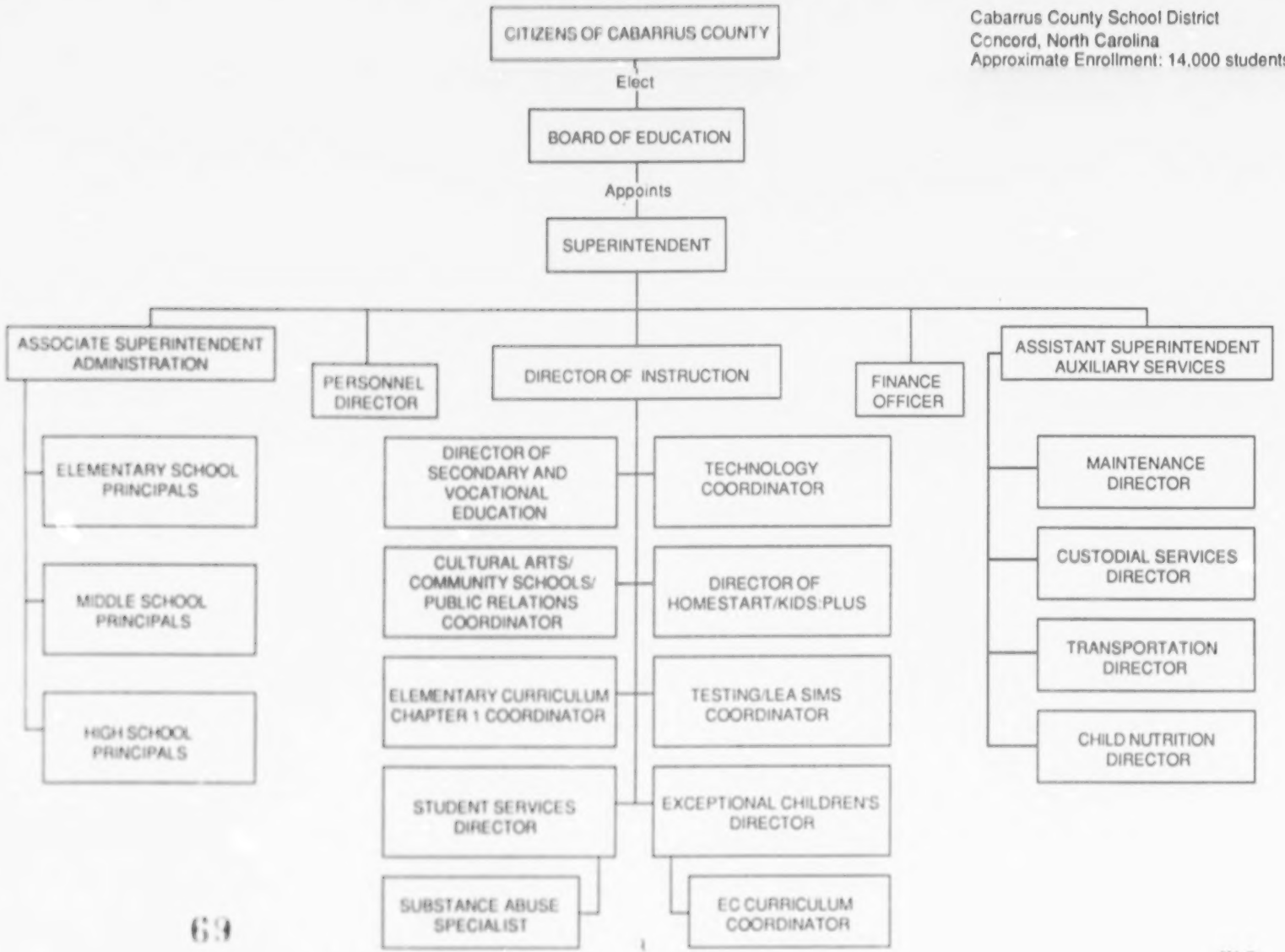
ORGANIZATIONAL CHART

Atascadero Unified School District
Atascadero, California
Approximate Enrollment: 6,000 students




Birmingham School District
Birmingham, Alabama
Approximate Enrollment: 42,500 students
SCHOOL BOARD
SUPERINTENDENT OF SCHOOLS
Communications & Educational Productions
Administrative Affairs Research, Planning, and Evaluation
Instruction
Educational and Support Services
Area Assistant Superintendent
Personnel
Business and Finance
ITV
Pupil Accounting
Testing
Research, Planning, and Evaluation
Federal Programs
Elementary and Secondary Curriculum
Vocational Education
Media
Driver Training
Exceptional Child
Student Services
Athletics
Attendance and Child Health
Community Education
Child Nutrition
Area Assistant Superintendent
Area Assistant Superintendent
Area Assistant Superintendent
Principals
Certified
Classified
Transportation
Director of Finance
Director of Business Affairs
Director of Operations and Maintenance
Director of Computer Services
Local School Accounting
Director of Facilities Planning and Construction

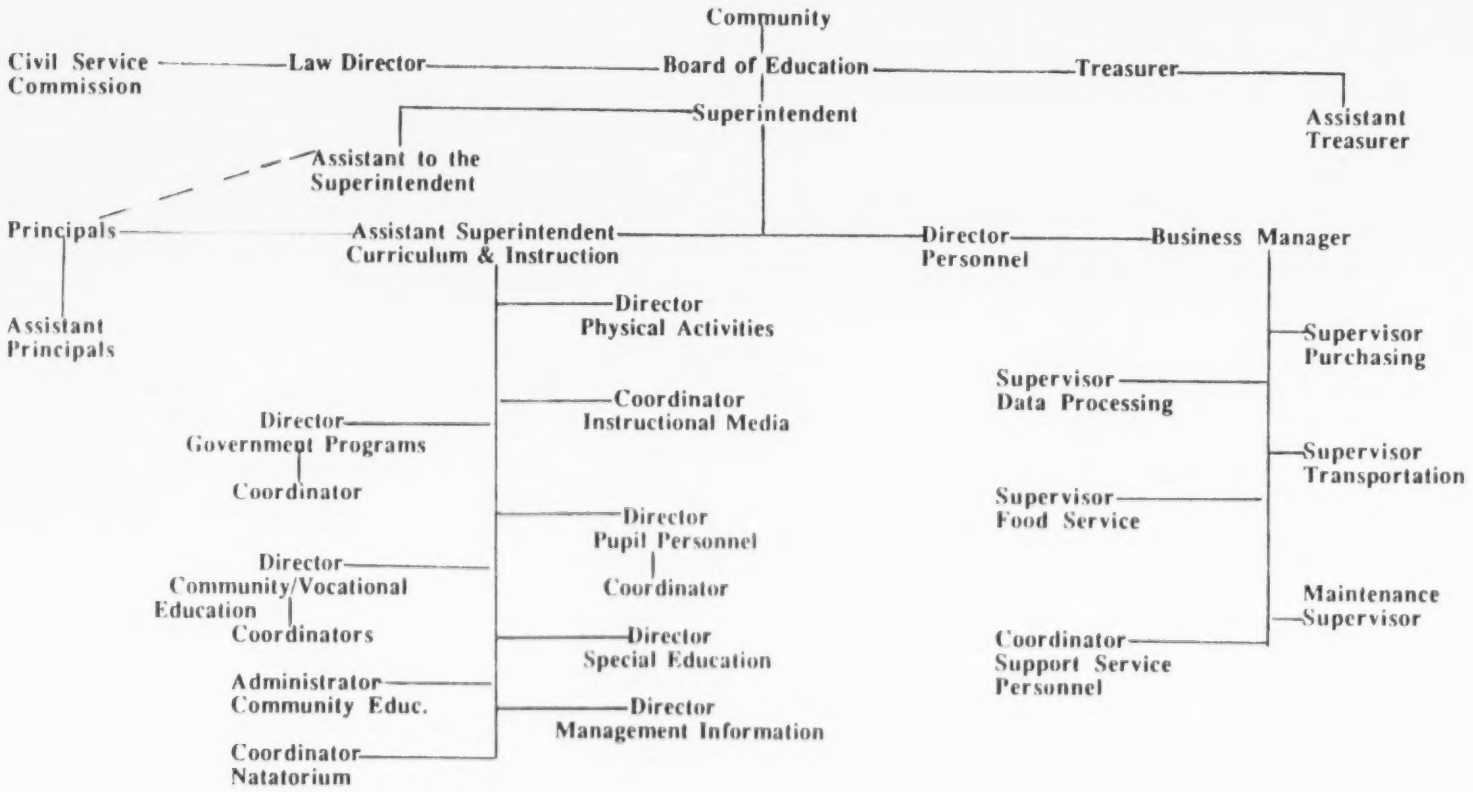
Cabarrus County School District
Concord, North Carolina
Approximate Enrollment: 14,000 students



CANTON CITY SCHOOLS

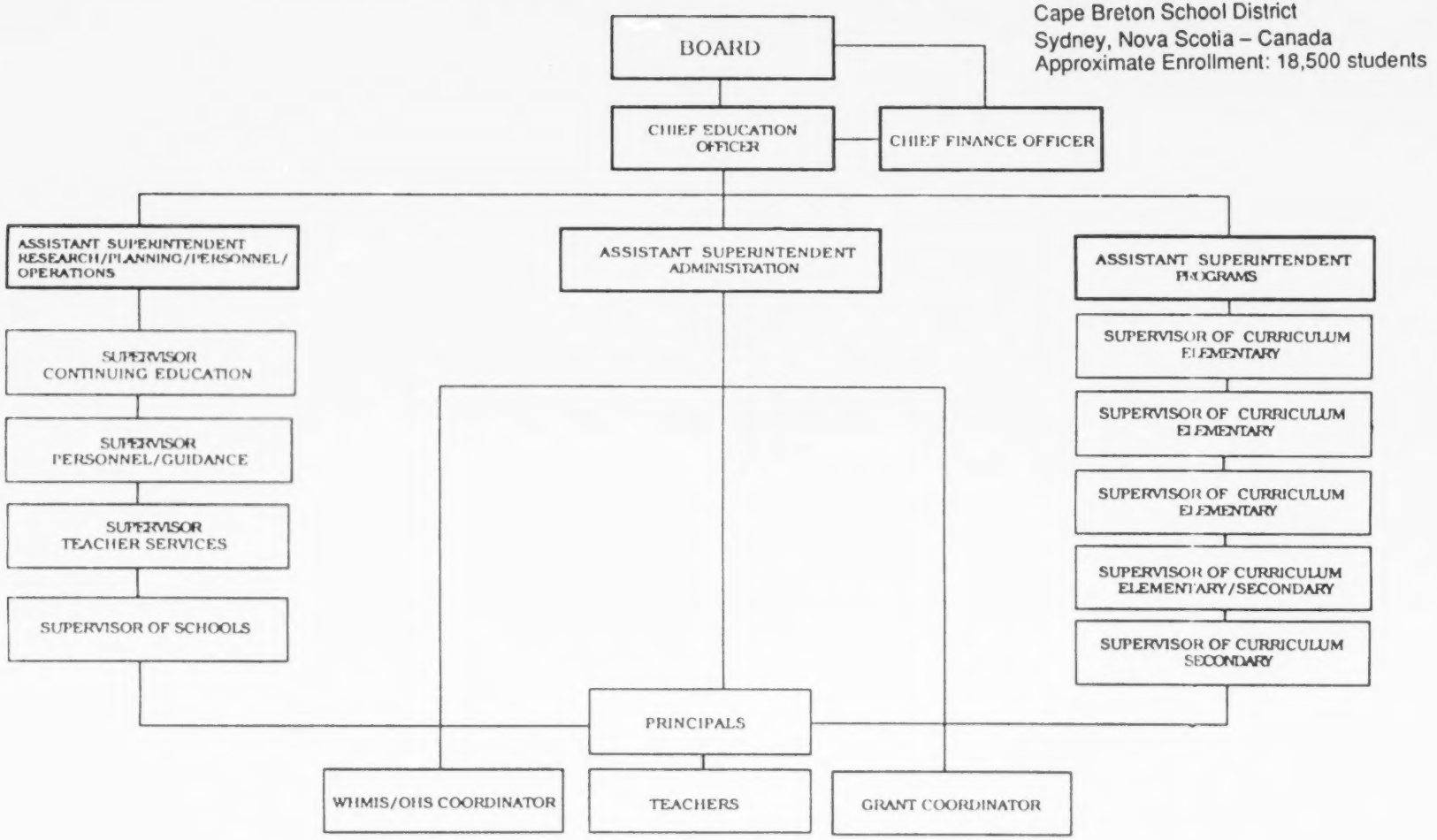
Canton City Schools
Canton, Ohio
Approximate Enrollment: 13,000 students

Administrative Organization



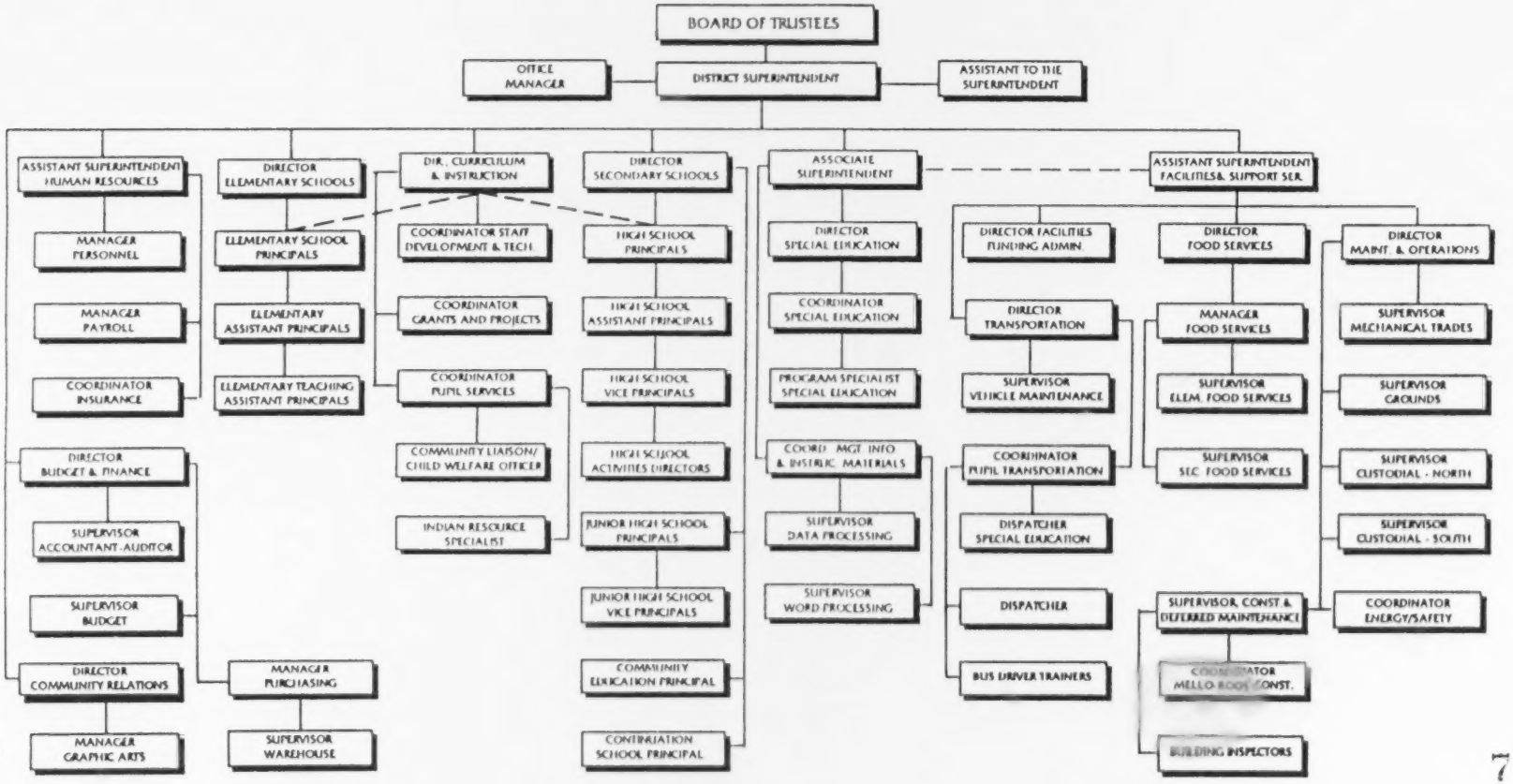
(a) **Coordinator of Communications & Volunteers** reports directly to Superintendent
(b) **Early Childhood Education Coordinator** reports directly to the Assistant to the Superintendent

Position on chart does not necessarily denote relative importance, job content, or compensation level.


Cape Breton School District
Sydney, Nova Scotia – Canada
Approximate Enrollment: 18,500 students
BOARD
CHIEF EDUCATION OFFICER
CHIEF FINANCE OFFICER
ASSISTANT SUPERINTENDENT RESEARCH/PLANNING/PERSONNEL/ OPERATIONS
ASSISTANT SUPERINTENDENT ADMINISTRATION
ASSISTANT SUPERINTENDENT PROGRAMS
SUPERVISOR CONTINUING EDUCATION
SUPERVISOR PERSONNEL/GUIDANCE
SUPERVISOR TEACHER SERVICES
SUPERVISOR OF SCHOOLS
SUPERVISOR OF CURRICULUM ELEMENTARY
SUPERVISOR OF CURRICULUM ELEMENTARY
SUPERVISOR OF CURRICULUM ELEMENTARY
SUPERVISOR OF CURRICULUM ELEMENTARY/SECONDARY
SUPERVISOR OF CURRICULUM SECONDARY
PRINCIPALS
WHMIS/OHS COORDINATOR
TEACHERS
GRANT COORDINATOR

CAPISTRANO UNIFIED SCHOOL DISTRICT
Management Organizational Chart

Capistrano Unified School District
San Juan Capistrano, California
Approximate Enrollment: 31,000 students



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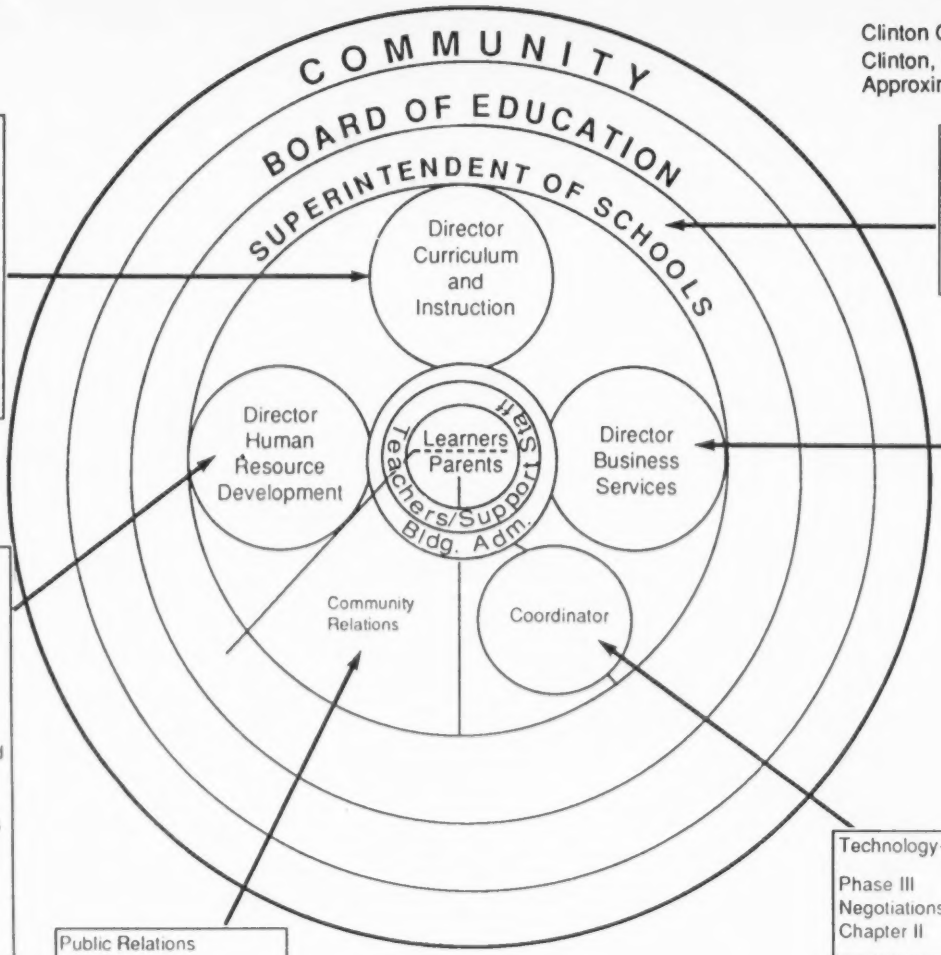
Clinton Community School District
Clinton, Iowa
Approximate Enrollment: 5,000 students



Curriculum/Instruction
Media
OBE
Student Assessment
Staff Development - Licensed
English As A Second Language
Special Education
HEP
TAG (Gifted & Talented)
At-Risk Students
Technology-Instruction
Early Childhood

Director of Business Services
Director of Curriculum and Instruction
Director of Human Resources
Negotiations
Principals
Community Relations

Accounting
Payroll
Transportation
Food Service
Buildings & Grounds
Purchasing
Warehousing
Budgeting
Facilities Planning
Property Management
Printing & Graphics
Technology -Adm.
Negotiations (Support)

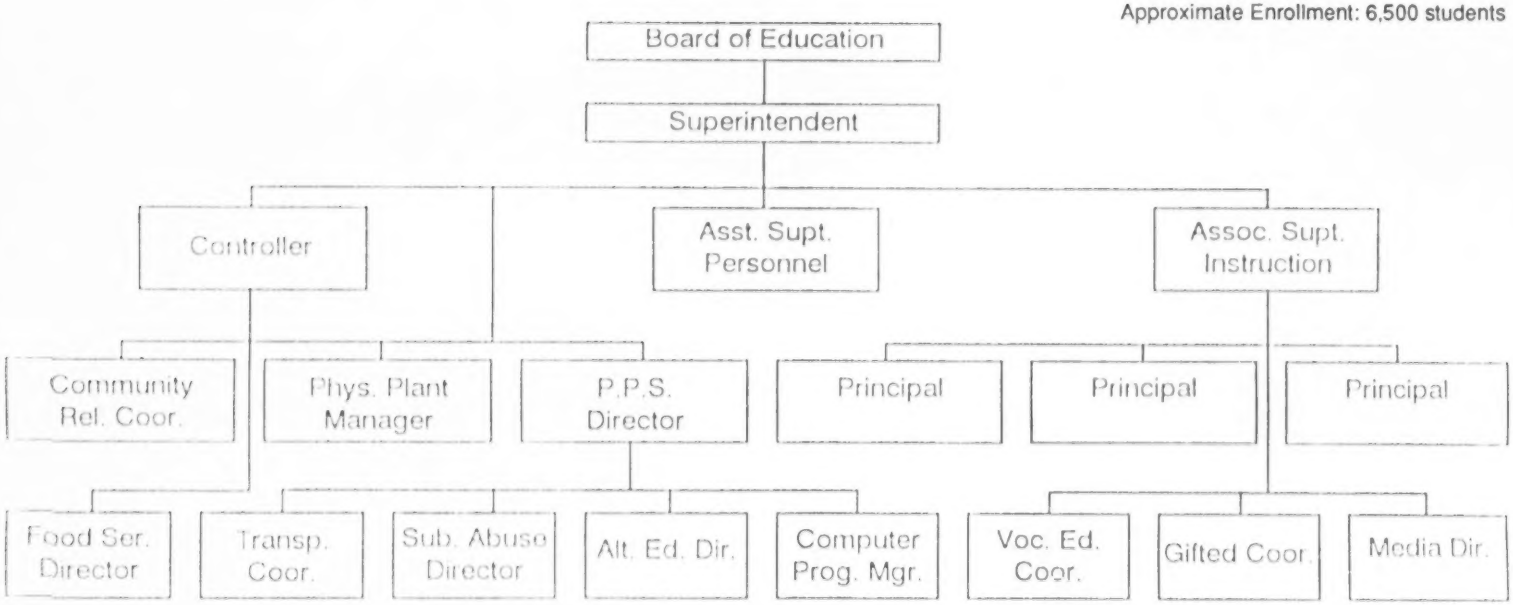
Selection of Staff
Recruit, Screen and Maintain Current Pool of Applicants
Maintain Accurate Records on All Employees
Career Enhancement (Wellness/Recognition)
Affirmative Action
Staff Development -Non Licensed
Grants
Student Demographics
Technology - Personnel/Students
Staff Evaluation
Job Descriptions
Contract Administration
Chapter I - Management
Health Services

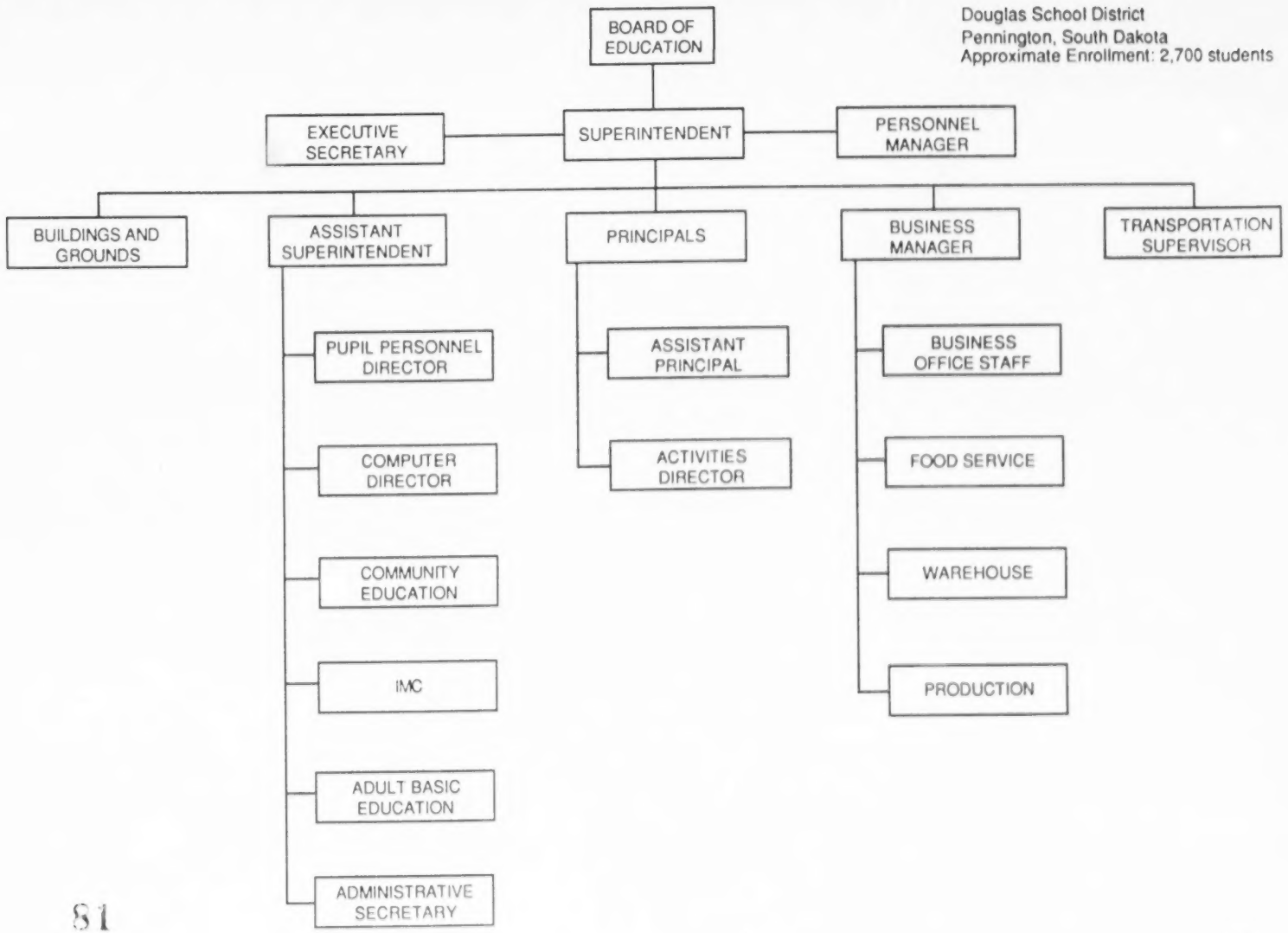
Technology-Total Electronic Information System (Hardware & Software)
Phase III
Negotiations
Chapter II

Public Relations
Marketing
Communications (internal & external)
Recognition

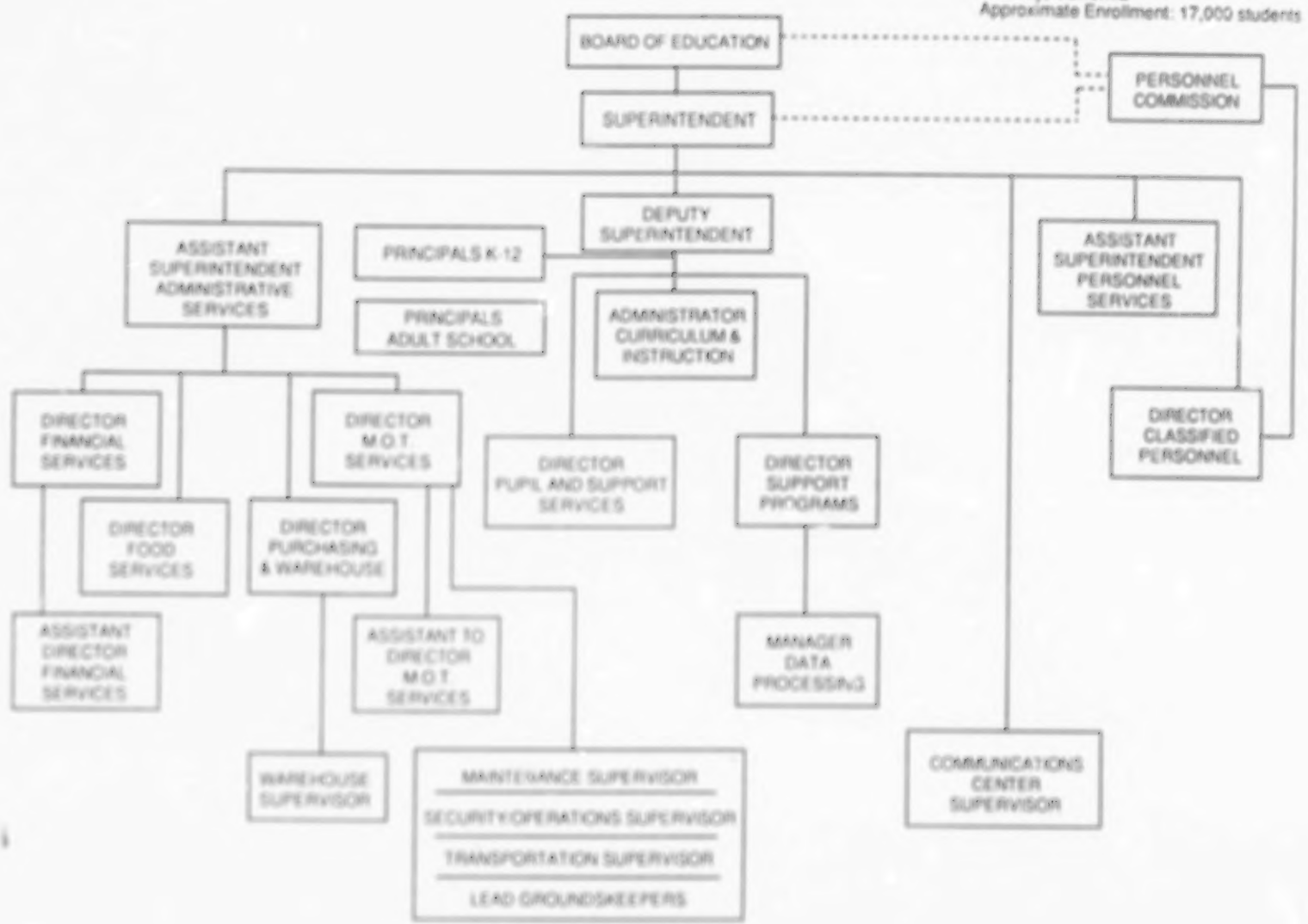
District 230 Organizational Chart

Consolidated High School District 230
Orland Park, Illinois
Approximate Enrollment: 6,500 students

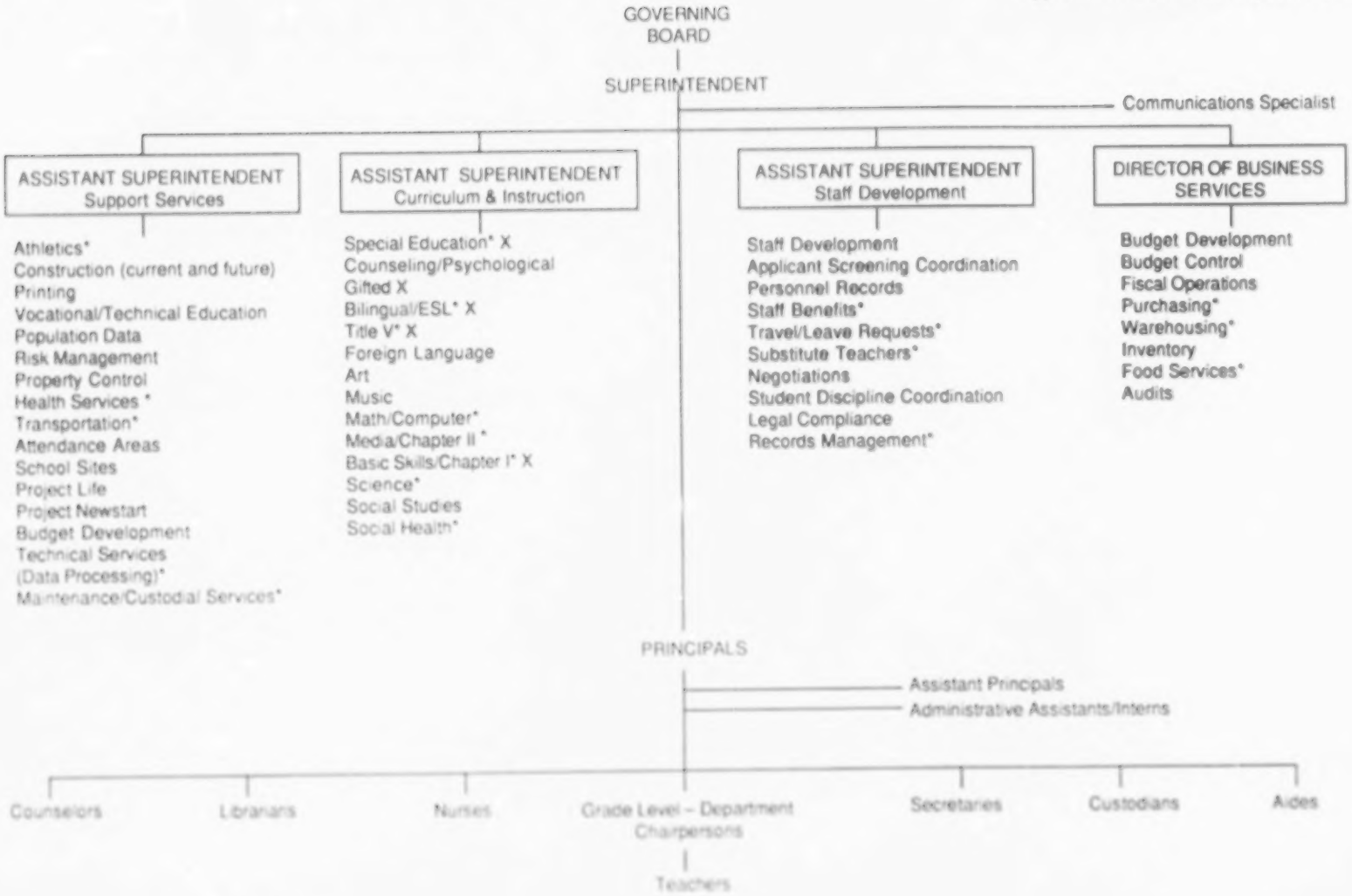



Douglas School District
Pennington, South Dakota
Approximate Enrollment: 2,700 students
BOARD OF EDUCATION
EXECUTIVE SECRETARY
SUPERINTENDENT
PERSONNEL MANAGER
BUILDINGS AND GROUNDS
ASSISTANT SUPERINTENDENT
PRINCIPALS
BUSINESS MANAGER
TRANSPORTATION SUPERVISOR
PUPIL PERSONNEL DIRECTOR
COMPUTER DIRECTOR
COMMUNITY EDUCATION
IMC
ADULT BASIC EDUCATION
ADMINISTRATIVE SECRETARY
ASSISTANT PRINCIPAL
ACTIVITIES DIRECTOR
BUSINESS OFFICE STAFF
FOOD SERVICE
WAREHOUSE
PRODUCTION

Downey Unified School District
Downey, California
Approximate Enrollment: 17,000 students



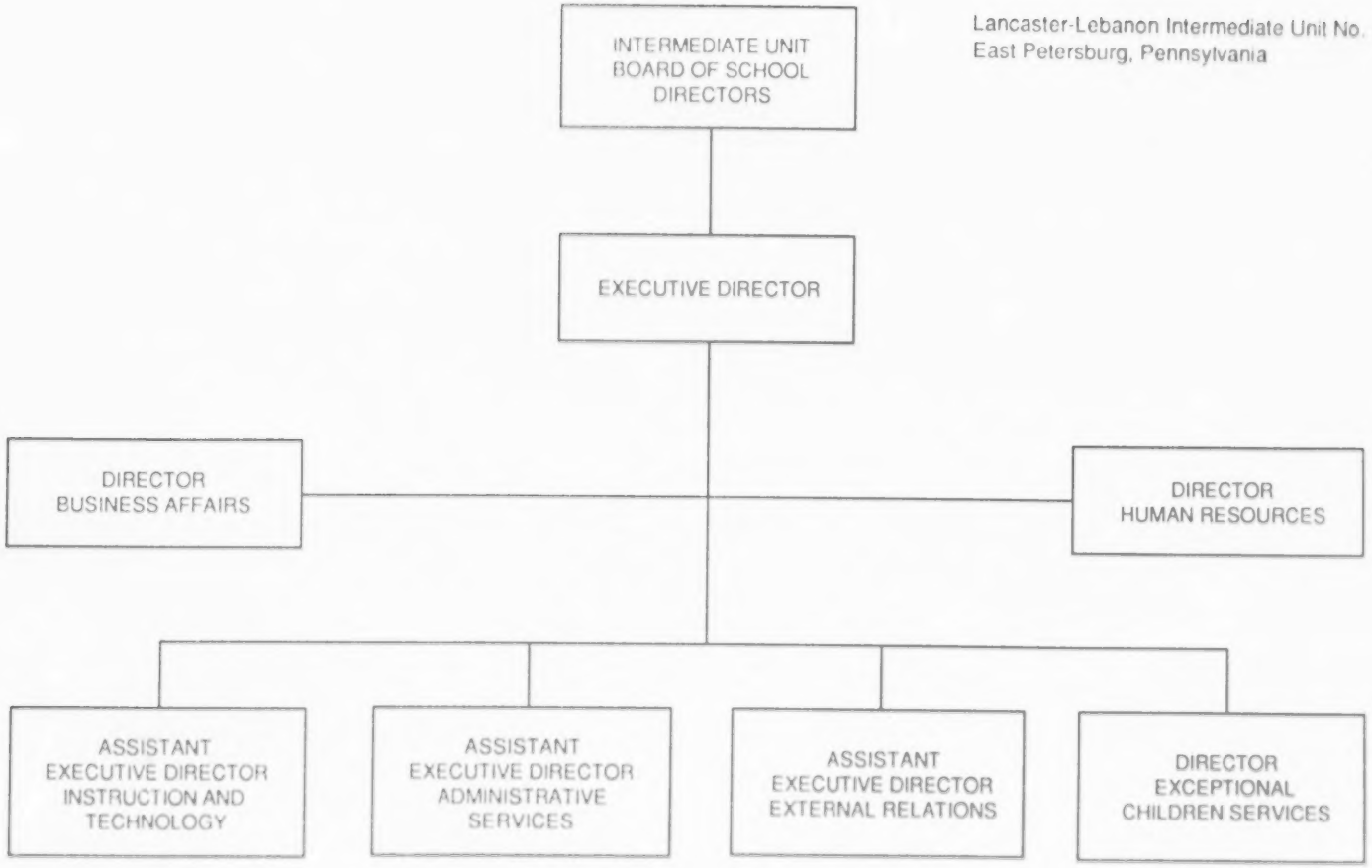
Flagstaff School District
Flagstaff, Arizona
Approximate Enrollment: 12,000 students

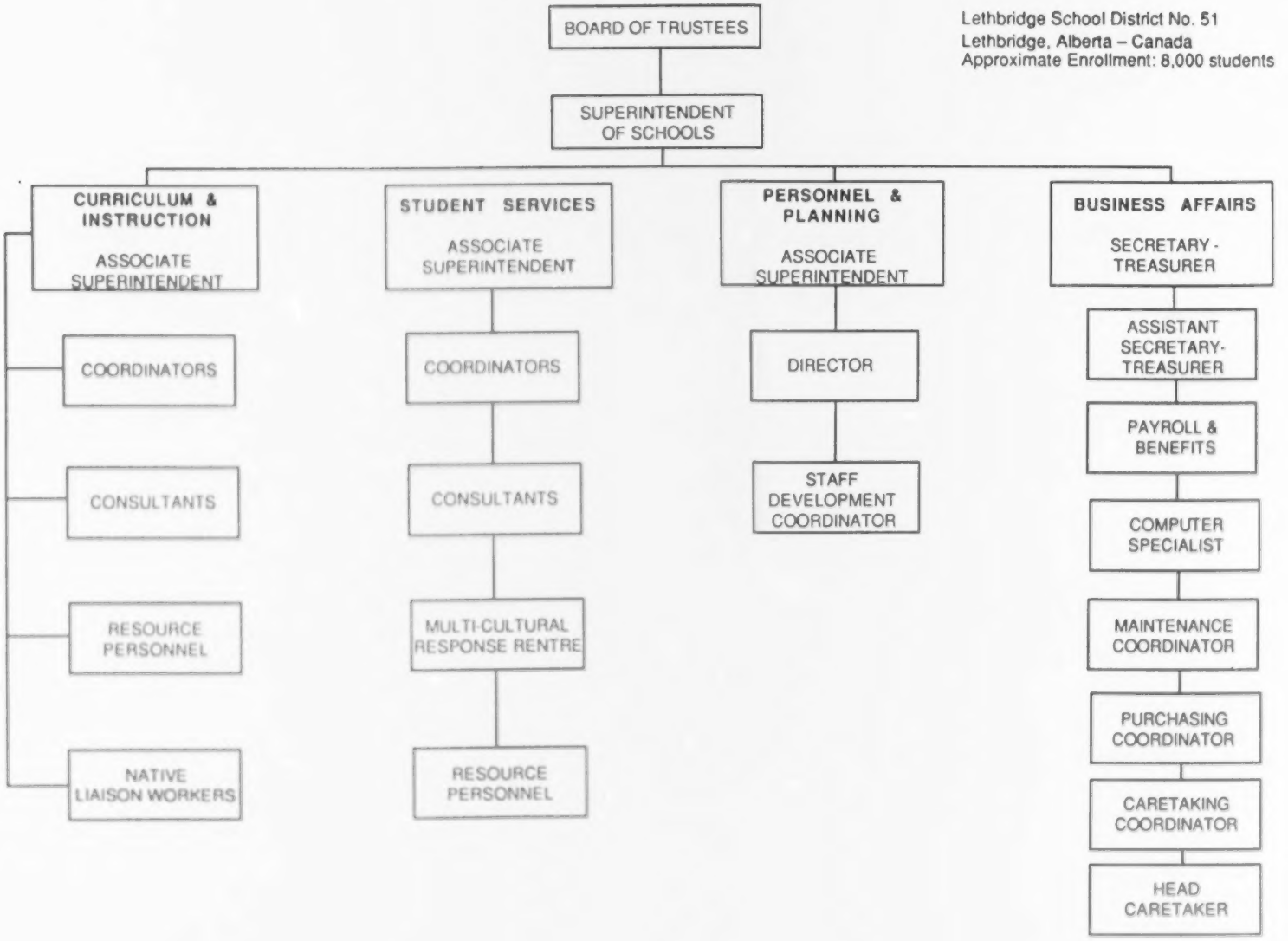


* Supervisors and Coordinators

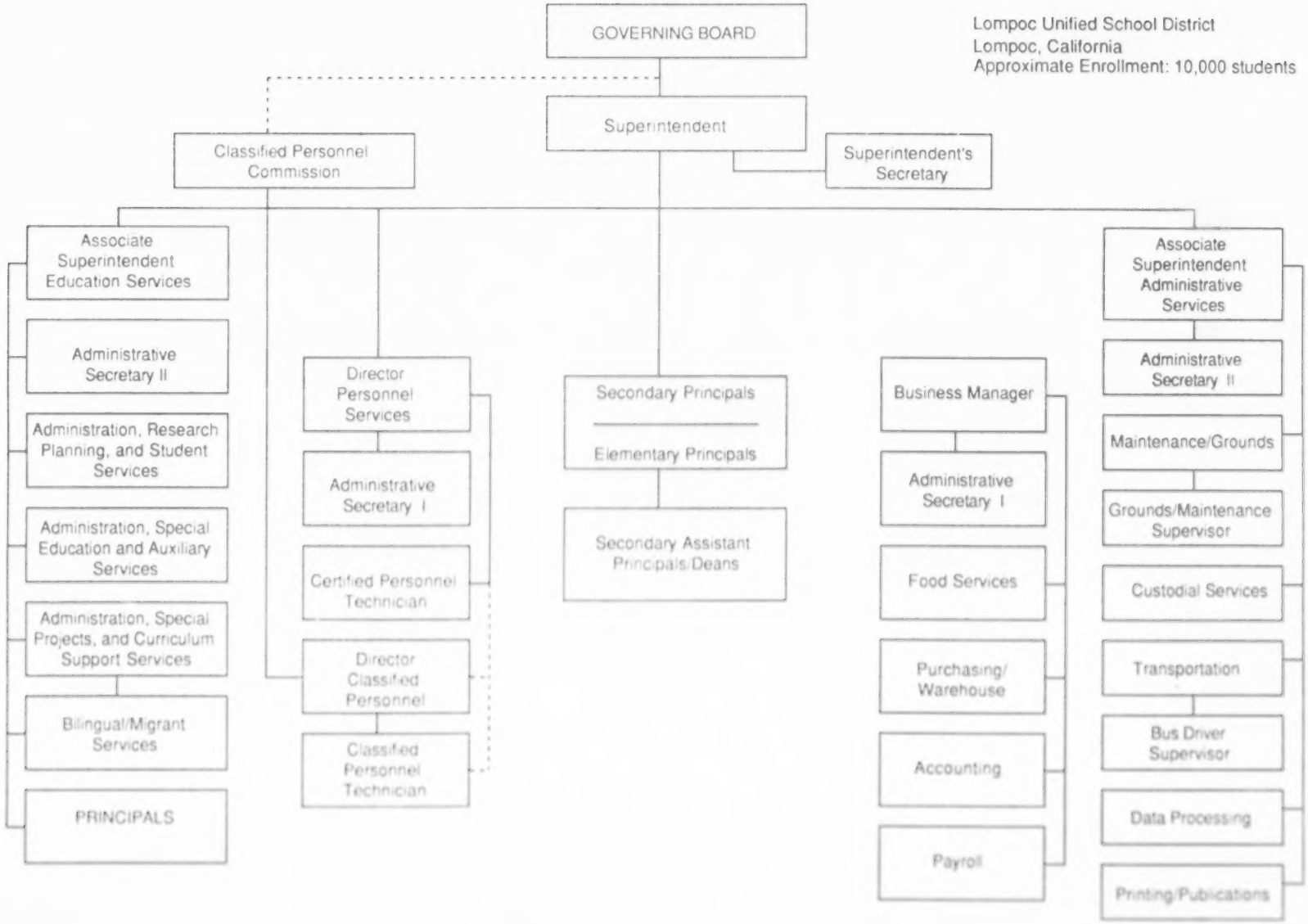
X PAC with program

Lancaster-Lebanon Intermediate Unit No. 13
East Petersburg, Pennsylvania


INTERMEDIATE UNIT BOARD OF SCHOOL DIRECTORS
EXECUTIVE DIRECTOR
DIRECTOR BUSINESS AFFAIRS
DIRECTOR HUMAN RESOURCES
ASSISTANT EXECUTIVE DIRECTOR INSTRUCTION AND TECHNOLOGY
ASSISTANT EXECUTIVE DIRECTOR ADMINISTRATIVE SERVICES
ASSISTANT EXECUTIVE DIRECTOR EXTERNAL RELATIONS
DIRECTOR EXCEPTIONAL CHILDREN SERVICES

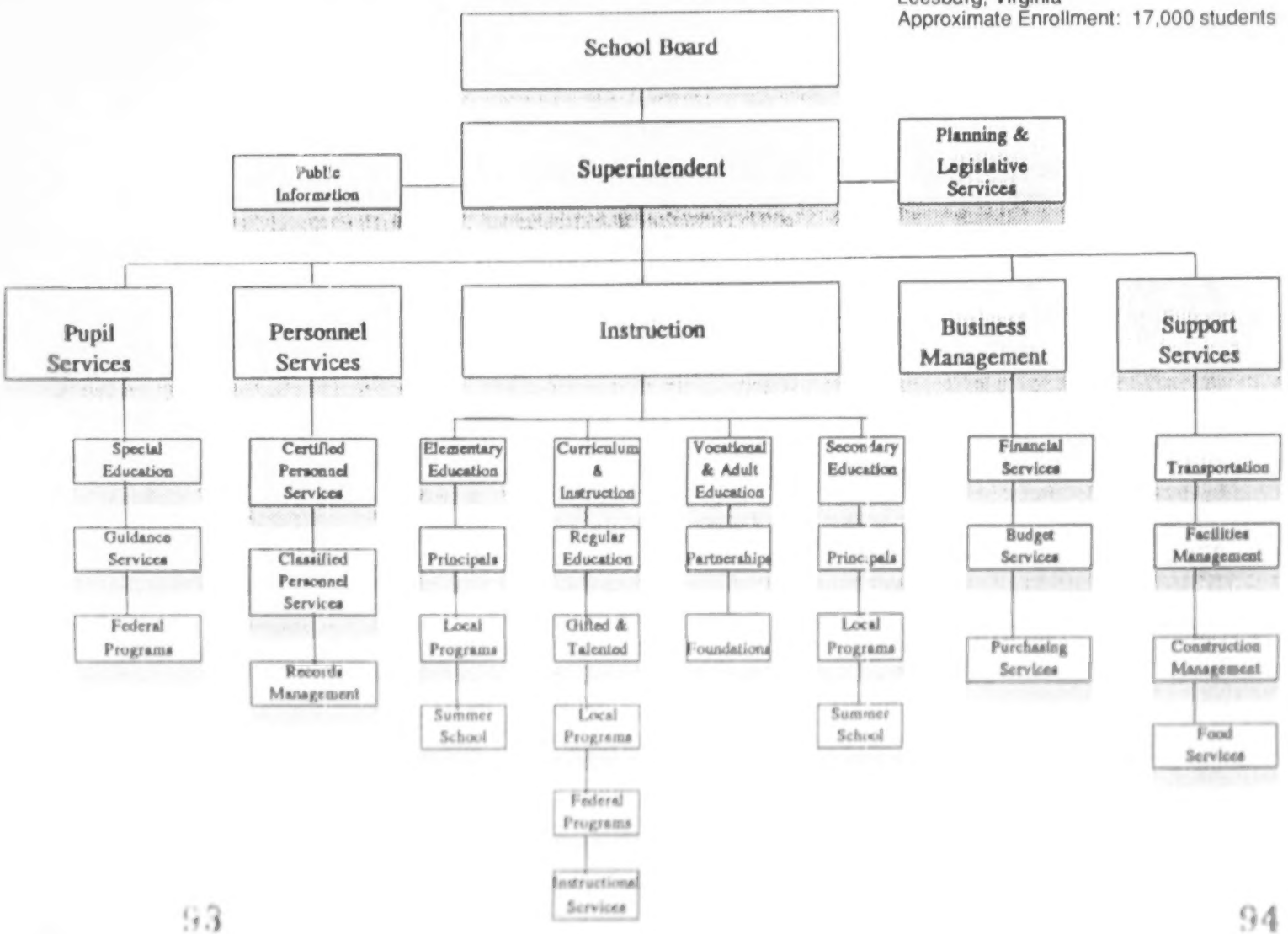


Lethbridge School District No. 51
Lethbridge, Alberta – Canada
Approximate Enrollment: 8,000 students


GOVERNING BOARD
Lompoc Unified School District
Lompoc, California
Approximate Enrollment: 10,000 students
Superintendent
Classified Personnel Commission
Superintendent's Secretary
Associate Superintendent Education Services
Administrative Secretary II
Administration, Research Planning, and Student Services
Administration, Special Education and Auxiliary Services
Administration, Special Projects, and Curriculum Support Services
Bilingual/Migrant Services
PRINCIPALS
Director Personnel Services
Administrative Secretary I
Certified Personnel Technician
Director Classified Personnel
Classified Personnel Technician
Secondary Principals
Elementary Principals
Secondary Assistant Principals/Deans
Business Manager
Administrative Secretary I
Food Services
Purchasing/ Warehouse
Accounting
Payroll
Associate Superintendent Administrative Services
Administrative Secretary II
Maintenance/Grounds
Grounds/Maintenance Supervisor
Custodial Services
Transportation
Bus Driver Supervisor
Data Processing
Printing/Publications

LOUDOUN COUNTY PUBLIC SCHOOLS
ORGANIZATION CHART

Loudoun County School District
Leesburg, Virginia
Approximate Enrollment: 17,000 students



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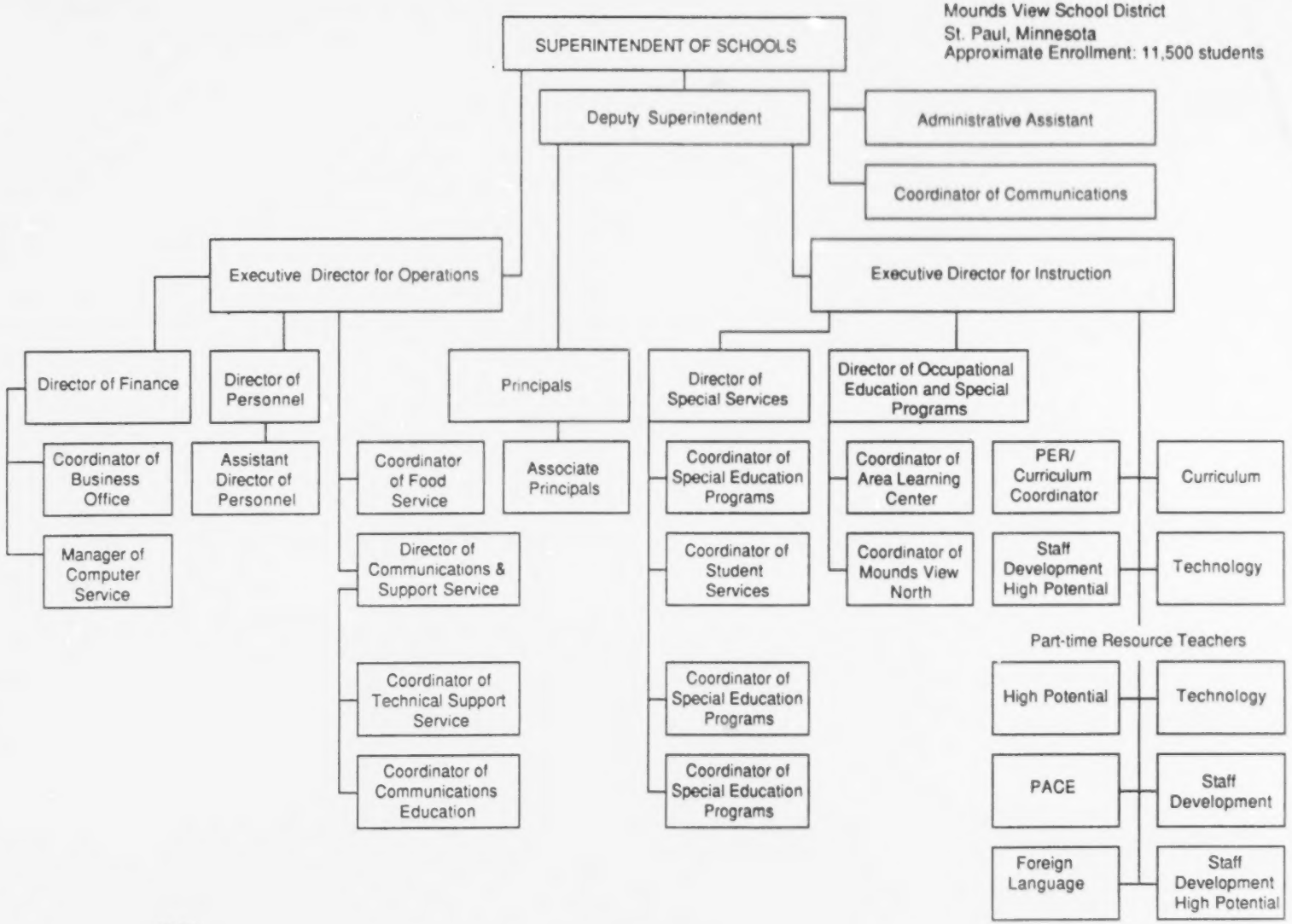
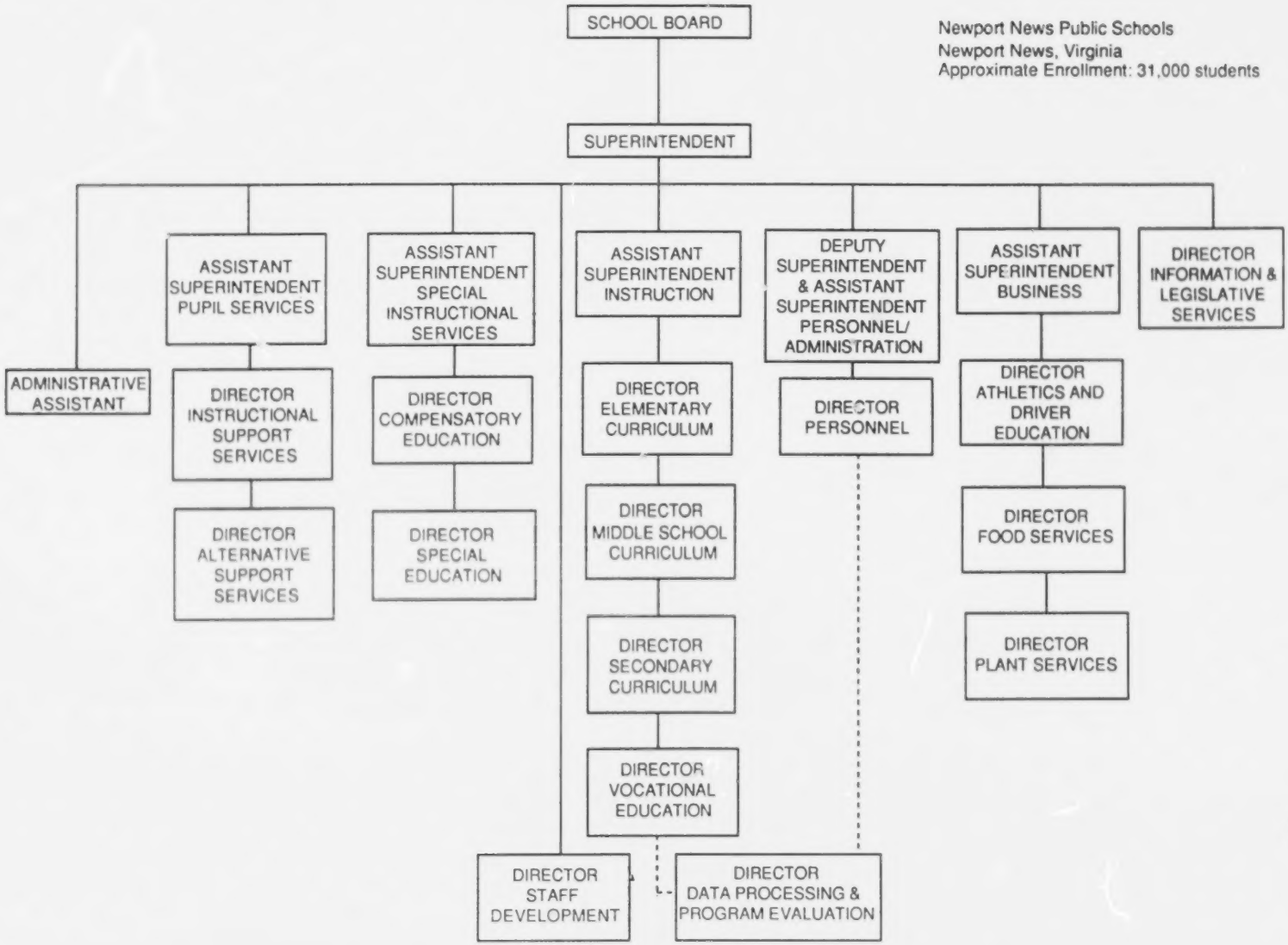
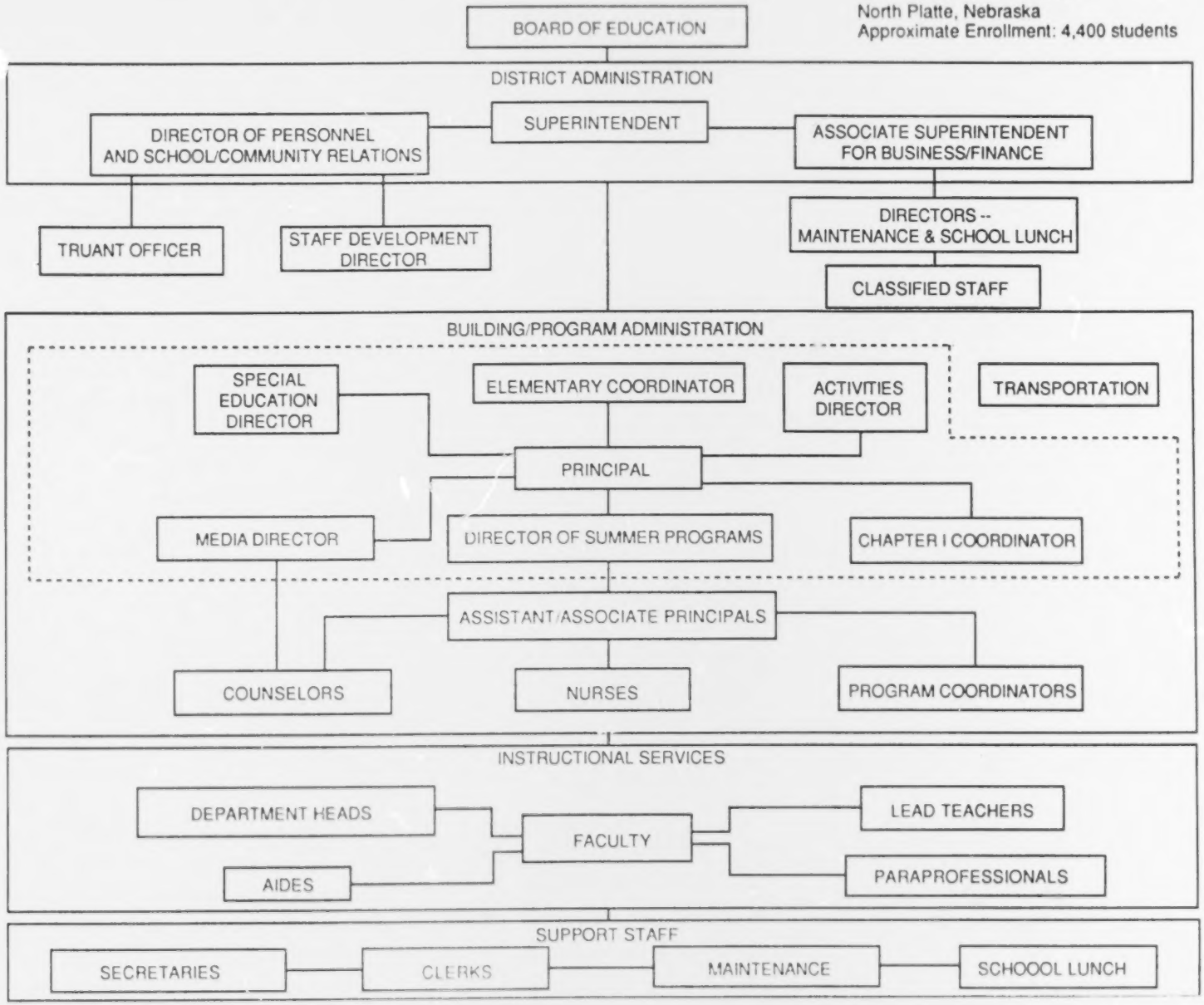
Mahoning County Office of Education
Youngstown, Ohio

Mounds View School District
St. Paul, Minnesota
Approximate Enrollment: 11,500 students



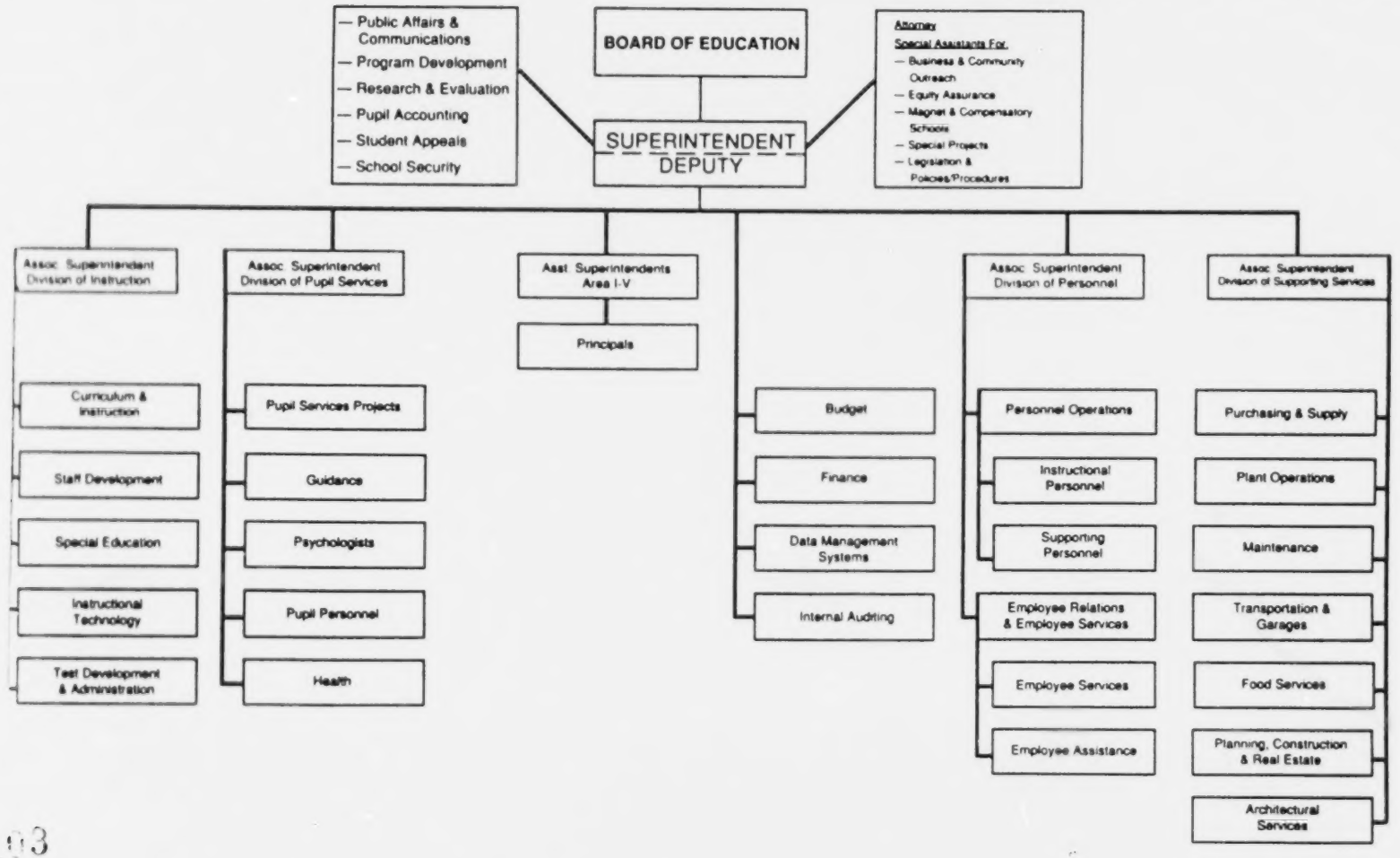

Newport News Public Schools
Newport News, Virginia
Approximate Enrollment: 31,000 students
SCHOOL BOARD
SUPERINTENDENT
ADMINISTRATIVE ASSISTANT
ASSISTANT SUPERINTENDENT PUPIL SERVICES
DIRECTOR INSTRUCTIONAL SUPPORT SERVICES
DIRECTOR ALTERNATIVE SUPPORT SERVICES
ASSISTANT SUPERINTENDENT SPECIAL INSTRUCTIONAL SERVICES
DIRECTOR COMPENSATORY EDUCATION
DIRECTOR SPECIAL EDUCATION
ASSISTANT SUPERINTENDENT INSTRUCTION
DIRECTOR ELEMENTARY CURRICULUM
DIRECTOR MIDDLE SCHOOL CURRICULUM
DIRECTOR SECONDARY CURRICULUM
DIRECTOR VOCATIONAL EDUCATION
DEPUTY SUPERINTENDENT & ASSISTANT SUPERINTENDENT PERSONNEL/ ADMINISTRATION
DIRECTOR PERSONNEL
ASSISTANT SUPERINTENDENT BUSINESS
DIRECTOR ATHLETICS AND DRIVER EDUCATION
DIRECTOR FOOD SERVICES
DIRECTOR PLANT SERVICES
DIRECTOR INFORMATION & LEGISLATIVE SERVICES
DIRECTOR STAFF DEVELOPMENT
DIRECTOR DATA PROCESSING & PROGRAM EVALUATION

North Platte Public Schools
North Platte, Nebraska
Approximate Enrollment: 4,400 students



Organizational Chart
Board of Education of Prince George's County

Prince George's County Public Schools
Upper Marlboro, Maryland
Approximate Enrollment: 112,000 students



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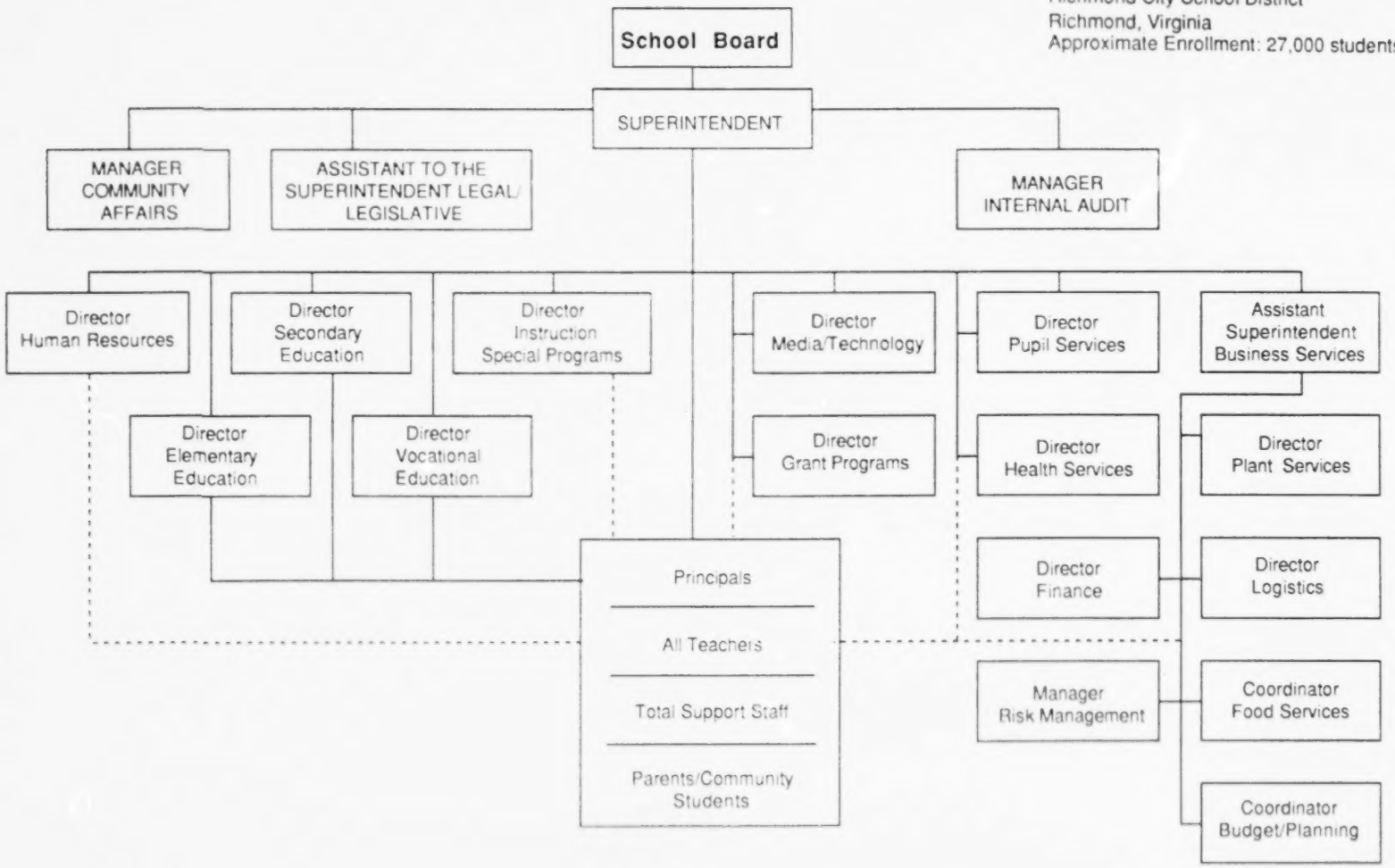
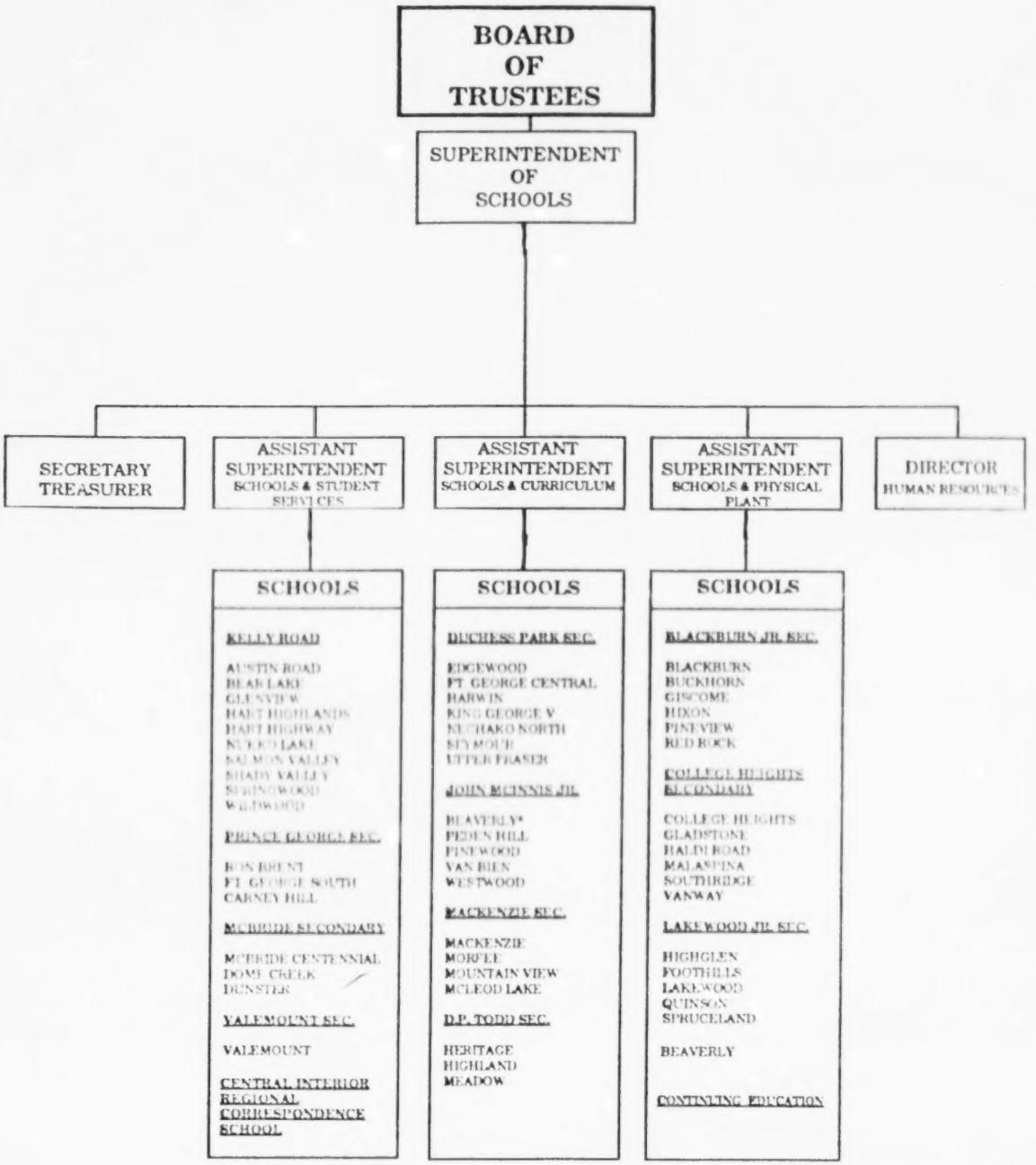
Richmond City School District
Richmond, Virginia
Approximate Enrollment: 27,000 students



School District No. 57
Prince George, British Columbia – Canada
Approximate Enrollment: 19,500 students

CENTRAL ADMINISTRATION ORGANIZATION CHART



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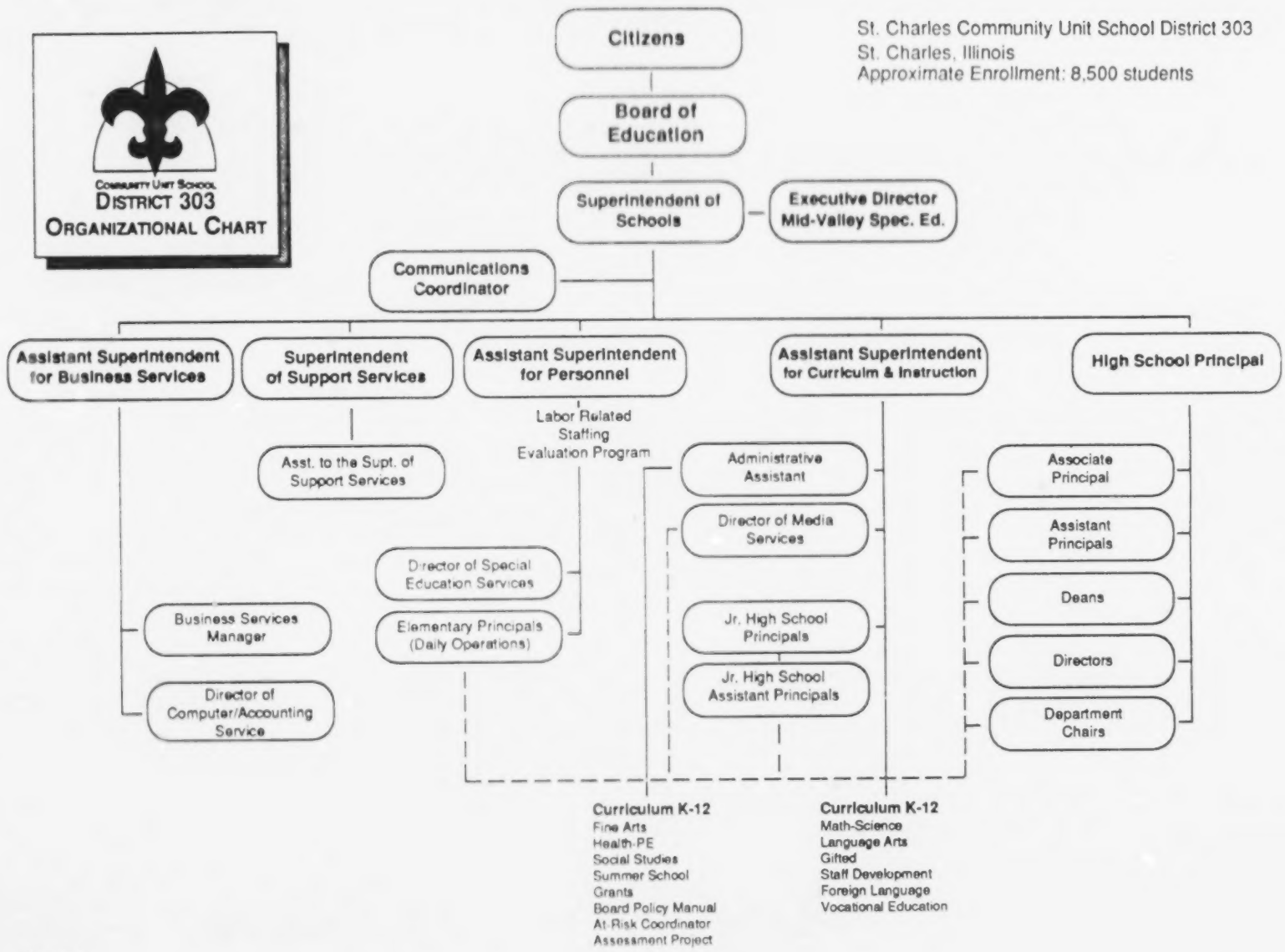
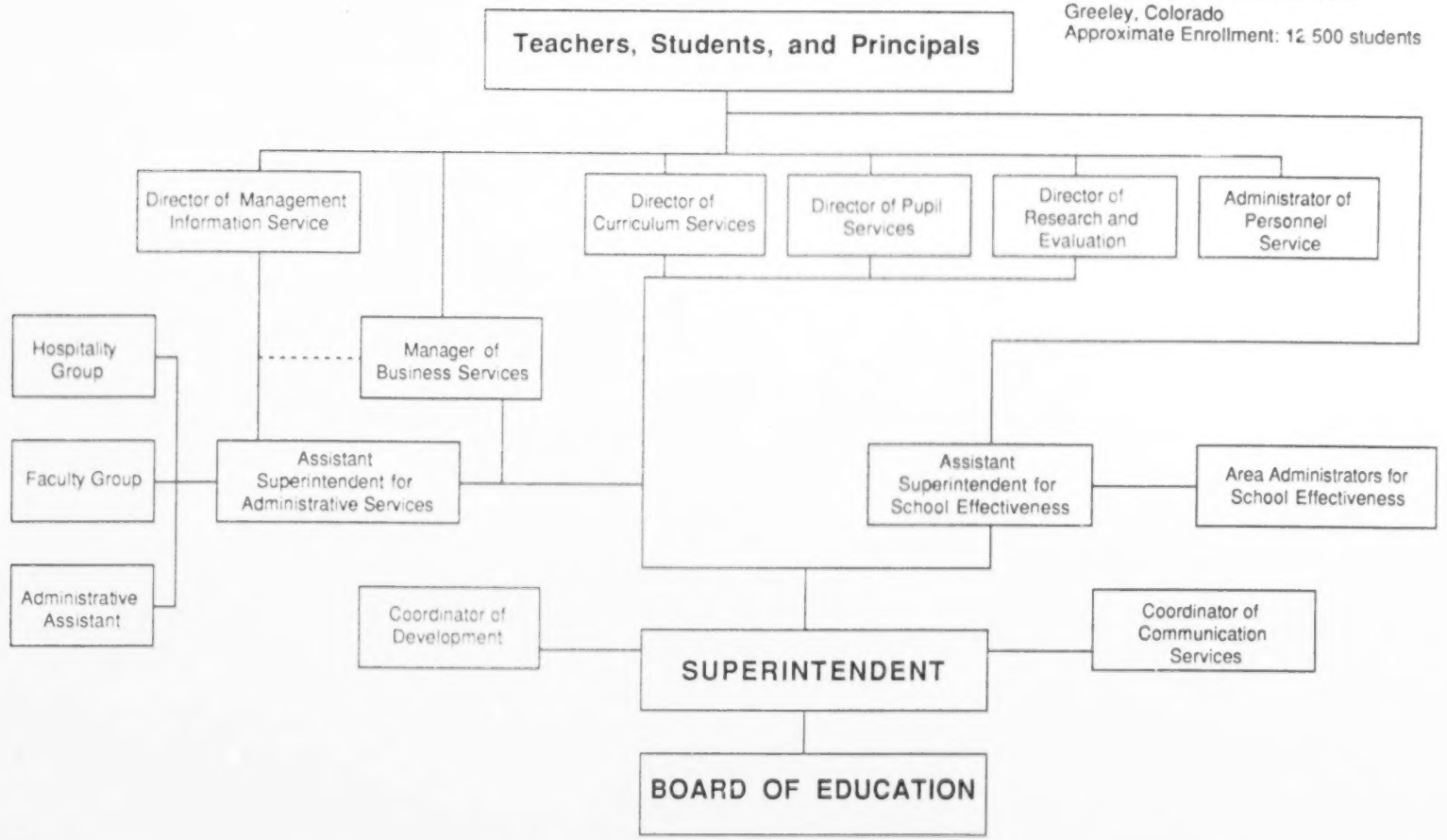


St. Charles Community Unit School District 303
St. Charles, Illinois
Approximate Enrollment: 8,500 students

Weld County School District No. 6
Greeley, Colorado
Approximate Enrollment: 12 500 students



Technical Note

The data obtained from all groups of respondents to this survey are subject to nonresponse error or bias. In addition, data collected from the three smallest enrollment groups of U.S. school districts are subject to sampling error or variation since these groups were sampled rather than the whole universe surveyed. The Technical Note and the following tables attempt to provide some assistance in interpreting the data and attempting to account for possible sampling error.

The amount of error due to sampling associated with the reported percentages can be estimated. Tables A and B, along with information about the number of respondents in a particular group are designed to assist the user in making inferences about the population, taking sampling error into account. Table A contains the number of percentage points that should be subtracted from and added to an observed sample percentage in order to obtain the approximate 90 percent confidence limits for the corresponding population percentage. Such limits will include the population percentage about 90 times in 100.

Consider the sample estimate that 26.3 percent of the respondents from districts enrolling from 2,500 to 9,999 students have their doctorates. To make an inference about the corresponding percentage of all possible respondents from this enrollment grouping (the universe), the following procedure would be used. Since 26.3 is nearer to 30 percent than to any other percentage shown in the column headings of Table A, this figure is entered in the column headed *30% or 70%*. The observed percentage is based on a group of 190; therefore, the percentage appears in the row labeled *100-199*. At the intersection of the selected column and row is found the value of 7.6 percentage points. This value is subtracted from and added to the observed percentage in order to obtain the approximate 90 percent confidence limits (which are 18.7 and 33.9 percent). Therefore, assuming that the nonresponse error is negligible, it is stated with approximately 90 percent confidence that the interval from 18.7 to 33.9 includes the true percentage of all possible respondents from this enrollment group. The procedure outlined above need not be followed if a sampling technique has *not* been used (for the larger school districts, the Canadian school districts, the U.S. county offices of education, and the U.S. regional service agencies).

Table B is designed to show how much difference can be expected between two sample percentages as a result of sampling variation for different sample or subgroup sizes, again assuming that nonresponse error is negligible. The table gives the approximate minimum number of percentage points by which two observed percentages must differ in order to infer with approximately 90 percent confidence that the corresponding population percentages are different. If the difference between the observed percentages exceeds the values given at the intersection of the appropriate row and column in the proper section of the table, it may by stated with approximately 90 percent confidence that the corresponding population percentages are different.

To illustrate the use of Table B, consider the sampling estimate that 26.3 percent of the respondents discussed above (districts enrolling 2,500 to 9,999 students) had their doctorate and compare it to the 21.2 percent for respondents in the 300 to 2,499 enrollment group. Is the sample difference of 5.1 percentage points large enough to infer with approximately 90 percent confidence that a higher proportion of respondents in the 2,500 to 9,999 group have their doctorates?

The percentages are entered in the section of the table labeled *For percentages around 20 or 80*. One group size is 190; thus the *column* headed *150-249* is selected. The other group size is 170, so the *row* labeled *150-249* is chosen. At the intersection of the selected row and column is found the value of 6.6 percentage points. Since the observed difference is 6.6 percentage points, it is concluded that the sample evidence is *not* sufficient to permit one to infer with 90 percent confidence that more of the respondents from the 2,500 to 9,999 enrollment group have their doctorates.

Table B -- Approximate Number of Percentage Points to be Added to and Subtracted from the Observed Sample Percentages to Obtain the 90 Percent Confidence Limits for the Population Percentages

Size of subgroup	Observed percentage near 10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
100-199	5.0	6.6	7.6	8.1	8.3
200-299	3.5	4.7	5.3	5.7	5.8
300-399	2.9	3.8	4.4	4.7	4.8
400-499	2.5	3.3	3.8	4.0	4.1
500-599	2.2	2.9	3.4	3.6	3.7
600-699	2.0	2.7	3.1	3.3	3.4
700-799	1.9	2.5	2.9	3.0	3.1
800-899	1.7	2.3	2.7	2.9	2.9
900-999	1.6	2.2	2.5	2.7	2.7
1,000-1,099	1.6	2.1	2.4	2.5	2.6
1,100-1,199	1.5	2.0	2.3	2.4	2.5
1,200-1,299	1.4	1.9	2.2	2.3	2.4

Table C -- Comparing Two Percentages -- Approximate Difference Required for Significance at the .90 Level of Confidence for Selected Subgroup Sizes

Subgroup size	50-149	150-249	250-349	350-449	450-549	550-649	650-749	750-849	850-949	950-
For percentages from 35 to 65										
50-149	11.6	10.1	9.5	9.2	9.0	8.9	8.8	8.7	8.6	8.5
150-249	10.1	8.2	7.5	7.1	6.9	6.7	6.6	6.5	6.4	6.3
250-349	9.5	7.5	6.7	6.3	6.0	5.8	5.7	5.6	5.4	5.3
350-449	9.2	7.1	6.3	5.8	5.5	5.3	5.2	5.0	4.9	4.8
450-549	9.0	6.9	6.0	5.5	5.2	5.0	4.8	4.7	4.5	4.4
550-649	8.9	6.7	5.8	5.3	5.0	4.7	4.6	4.4	4.3	4.2
650-749	8.8	6.6	5.7	5.2	4.8	4.6	4.4	4.3	4.1	4.0
750-849	8.7	6.5	5.6	5.0	4.7	4.4	4.3	4.1	3.9	3.8
850-949	8.6	6.4	5.4	4.9	4.5	4.3	4.1	3.9	3.7	3.6
950-	8.5	6.3	5.3	4.8	4.4	4.2	4.0	3.8	3.6	3.5
For percentages around 30 or 70										
50-149	10.7	9.2	8.7	8.4	8.3	8.1	8.1	8.0	7.9	7.8
150-249	9.2	7.5	6.9	6.5	6.3	6.2	6.0	6.0	5.8	5.7
250-349	8.7	6.9	6.2	5.8	5.5	5.3	5.2	5.1	5.0	4.9
350-449	8.4	6.5	5.8	5.3	5.1	4.9	4.7	4.6	4.5	4.4
450-549	8.3	6.3	5.5	5.1	4.8	4.6	4.4	4.3	4.1	4.0
550-649	8.1	6.2	5.3	4.9	4.6	4.4	4.2	4.1	3.9	3.8
650-749	8.1	6.0	5.2	4.7	4.4	4.2	4.0	3.9	3.7	3.6
750-849	8.0	6.0	5.1	4.6	4.3	4.1	3.9	3.8	3.6	3.5
850-949	7.9	5.8	5.0	4.5	4.1	3.9	3.7	3.6	3.4	3.3
950-	7.8	5.7	4.9	4.4	4.0	3.8	3.6	3.5	3.3	3.2
For percentages around 20 or 80										
50-149	9.3	8.1	7.6	7.4	7.2	7.1	7.0	7.0	6.9	6.8
150-249	8.1	6.6	6.0	5.7	5.5	5.4	5.3	5.2	5.1	5.0
250-349	7.6	6.0	5.4	5.0	4.8	4.7	4.5	4.5	4.3	4.2
350-449	7.4	5.7	5.0	4.7	4.4	4.2	4.1	4.0	3.9	3.8
450-549	7.2	5.5	4.8	4.4	4.2	4.0	3.9	3.8	3.6	3.5
550-649	7.1	5.4	4.7	4.2	4.0	3.8	3.7	3.6	3.4	3.3
650-749	7.0	5.3	4.5	4.1	3.9	3.7	3.5	3.4	3.3	3.2
750-849	7.0	5.2	4.5	4.0	3.8	3.6	3.4	3.3	3.1	3.0
850-949	6.9	5.1	4.3	3.9	3.6	3.4	3.3	3.1	3.0	2.9
950-	6.9	5.0	4.2	3.8	3.5	3.3	3.2	3.0	2.9	2.8
For percentages around 10 or 90										
50-149	7.0	6.0	5.7	5.5	5.4	5.3	5.3	5.2	5.2	5.1
150-249	6.0	4.9	4.5	4.3	4.1	4.0	4.0	3.9	3.8	3.7
250-349	5.7	4.5	4.0	3.8	3.6	3.5	3.4	3.3	3.3	3.2
350-449	5.5	4.3	3.8	3.5	3.3	3.2	3.1	3.0	2.9	2.8
450-549	5.4	4.1	3.6	3.3	3.1	3.0	2.9	2.8	2.7	2.6
550-649	5.3	4.0	3.5	3.2	3.0	2.8	2.7	2.7	2.6	2.5
650-749	5.3	4.0	3.4	3.1	2.9	2.7	2.6	2.6	2.4	2.3
750-849	5.2	3.9	3.3	3.0	2.8	2.7	2.6	2.5	2.3	2.2
850-949	5.2	3.8	3.3	2.9	2.7	2.6	2.4	2.3	2.2	2.1
950-	5.1	3.7	3.2	2.8	2.6	2.5	2.3	2.2	2.1	2.0

REFERENCES

[1]Snyder, Thomas D. 1993. *Digest of Education Statistics 1993*. Washington, DC: National Center for Education Statistics, p. 90.

[2] Statistics Canada. 1993. *Elementary-Secondary School Enrollment*, 1991-92. Ottawa, ON: Statistics Canada, p.14.

[3] Statistics Canada. February, 1994. "The Elementary-Secondary Teaching Force" (Education Statistics Bulletin 81-002, Volume 16, Number 2).

[4] The Bureau of National Affairs. 1992. "SHRM-BNA Survey No. 57: Human Resources Activities, Budgets, and Staff, 1991-92," *Bulletin to Management: BNA Policy and Practice Series*. Washington, DC: The Bureau of National Affairs, Inc.

NOTES